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ABSTRACT

A study was conducted by the Learning Assessment Retention Consortium of the California Community Colleges to determine the extent to which the state's community colleges had implemented matriculation practices which were recommended by the Board of Governors in 1984, but which had not received state funding. The study investigated college practices with respect to the six components of the Board of Governors matriculation plan (i.e., admissions, orientation, pre-enrollment assessment and educational planning, academic advisement/counseling, student follow-up, and institutional research). Study findings, based on responses from 70 of the 108 colleges, included the following: (1) 94% of the colleges had a computerized system for keeping track of student majors, and 74% had a method for keeping a longitudinal record of a student's performance and progress; (2) about 54% of the colleges had an orientation as part of their admissions process, although many of the colleges were not providing orientations for all new students; (3) 66% required assessment of skills for all new students, and 86% had some form of required or optional special testing for students with possible learning disabilities; (4) 44% provided counseling for all new students, and 66% provided counseling for those who requested it; (5) 83% were able to follow up students on disqualification status, 66% were able to follow up students on probation, and 46% followed up students listed by faculty as being in academic difficulty; and (6) only 27% of the colleges kept track of the matriculation steps a student completed and 30% tracked educational objectives. The study report includes profiles of the matriculation activities of all 70 responding colleges. (RO)

BACKGROUND INFORMATION AND CREDITS

The statewide Learning Assessment Retention Consortium (LARC) was awarded a Fund for the Improvement of Instruction Grant to gather information from California Community Colleges on two issues:

1. Academic Standards
2. Matriculation

This summary of practices relating to academic standards is III of III publications resulting from the grant.

Prepared by

JON ALAN KANGAS, PH.D.

Co-Chairperson, South Bay/Coast LARC

District Dean of Academic Standards
Evergreen Valley College and
San Jose City College

(408) 274-7900

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MATRICULATION:
A SUMMARY OF PRACTICES IN CALIFORNIA COMMUNITY COLLEGES

Fall 1985

I. BACKGROUND INFORMATION

A. Seventy (70) California community colleges responded to a survey of matriculation practices (66%).

B. The Board of Governors of the California Colleges published matriculation guidelines in April of 1984. It outlined six major components:

  1. Admissions
  2. Orientation
  3. Pre-enrollment assessment and educational planning
  4. Academic advisement/counseling
  5. Follow-up
  6. Institutional research

C. Legislative support but the Governor's vetos have left the plan unfunded.

D. Many colleges have tried to implement aspects of the matriculation plan on their own.

E. The current survey was designed to survey California community colleges, to list their matriculation efforts and to share those efforts with others.

F. This report

  1. summarizes the sample's current practices for each of the six matriculation components
  2. cites the difficulties colleges have encountered in implementing matriculation
  3. cites the status of computer support for the process, and
  4. summarizes key findings.

II. SUMMARIES OF

COMPONENT 1: ADMISSIONS

Most colleges have a computerized system for keeping track of a student's major (94%) and for keeping a longitudinal record of a student's performance and progress (74%).

Most colleges sort students effectively at admissions into support services such as financial aid, learning disabilities, etc.(67%) and exempt specified students from testing (79%).

Most colleges are not set up to input, store, update, and retrieve student objectives other than major. Categories such as career changes, job upgrades, and hobbyist are not kept by 71% of the sample. The degree of commitment of a stated objective is also not kept by 71%. This information is a critical element in the matriculation process that will require extensive computer support to manage. Two key elements in planning an educational program are knowing the place a student is now and the place towards which a student wants to go. Without clear goals, it is an inefficient process to plan a route to travel.

Most colleges (87%) register more than 5 weeks prior to the first day of classes, which should allow sufficient time to implement the matriculation process.

COMPONENT 2: ORIENTATION

About 54% of surveyed colleges have an orientation as part of their admissions process. The following percents reflect the most common ways in which orientations are implemented:

47%	all new day and evening students
27%	all new day students
14%	all new evening students
29%	most of the day students
10%	no orientation of any kind

While many responding colleges have implemented some form of orientation for most or all of their students, almost one-half (46%) have no orientation as part of their admissions process. Many of the colleges providing orientations are not doing so for all new students.

Orientations require a philosophical commitment to their value, a great deal of management time to coordinate and to organize, plus a substantial cost in hourly time, effort, and money. Any or all of these variables can impede the implementation of orientations, especially since classified and management positions were often hit hardest with post-Proposition 13 cutbacks.

COMPONENT 3: PRE-ENROLLMENT ASSESSMENT

Sixty-six percent (66%) of responding colleges report that they require assessment of skills levels for all new students, with some exemptions. Reading (84%), writing (79%), and math (81%) are required most frequently.

Eighty-six percent (86%) have some form of required or optional special testing for students with possible learning disabilities.

Most colleges responding have assessment. What is lacking is not assessment *per se*, but rather the capability to efficiently score, store, retrieve, update, and do research on assessment information. The technology of assessment has lagged behind the desire to implement it.

It takes an extraordinary combination of managerial technical sophistication, cooperation of data processing staff, planned acquisition of compatible hardware and money to implement a system to score tests, create and maintain test information in current and historical files, and to provide ready access to such information by counselors, admissions, English faculty and researchers.

COMPONENT 4: ACADEMIC ADVISEMENT/COUNSELING AND COURSE SELECTION

Matriculation guidelines call for individual counseling contact prior to registration. Fifty-nine percent (59%) of responding colleges provide for individual contact with a counselor: 27% use small groups, 14% use large groups, and 43% use a combination of individual and group sessions.

Less than one-half (44%) provide counseling for all new students. Sixty-six percent (66%) report they provide counseling for those who request it.

Counselors provide information on course selection, financial aid, college planning information, career information, and other typical counseling information.

Paraprofessionals are not yet used frequently, but their use appears to be increasing. When used, however, they typically assist with the dissemination of college information, with orientations, with referrals, proctoring, and other pre-counseling activities.

Faculty are mostly used as sources of information during the registration process and as referrals from counselors for specific information about majors. A few colleges have a faculty advising system.

Large and small group counseling and the increasing use of paraprofessionals and faculty advisors are assumed responses to the decreasing availability of counselors resulting from post-Proposition 13 cutbacks.

While 59% of responding colleges report the availability of individual counseling, 41% do not provide it. Thirty-six (36) colleges did not respond to the survey. While their status is not known, it is highly unlikely that as a group they would have more matriculation components in place than the sample.

Counseling time is expensive, especially if individual counseling is provided to all new students day and evening and especially when one considers that new students must be processed at the beginnings of semesters, during summer sessions, mid-sessions, mini-sessions, Saturday sessions, intersessions, and so on. In the San Jose Community College District, we counted over 30 different openings of school. The managerial time needed to cover all of these openings with testing, orientations, and individual counseling is a substantial investment of time, personnel and money.

COMPONENT 5: FOLLOW-UP

The matriculation guidelines call for the follow-up of all students who

A. are on probation
B. are on disqualification
C. do not have an educational objective
D. are in a developmental course

Most colleges are able to follow up students on disqualification (83%) and on probation (66%). Other categories are, for the most part, not followed.

The numbers of students in developmental classes or who are undecided can be overwhelming and can overwhelm most counseling resources if implemented. Most schools have not implemented a process for tracking "educational objectives." Follow up on objective is, therefore, not generally possible even if the counseling resources were available.

Interestingly, 46% of responding schools reported that they followed up on students listed by faculty as being in academic difficulty.

Letters are commonly used for students on probation and disqualification. Phone calls are often used for students missing class sessions.

COMPONENT 6: INSTITUTIONAL RESEARCH

While 86% of responding schools are able to keep track of test scores, 37% report that they keep track of the matriculation information on paper, 40% on computer. The remaining schools have a mixture of tracking methods.

Only 27% keep track of the matriculation steps the student has completed and 30% track educational objectives.

Management of the information required in the matriculation process is one of the most difficult tasks in trying to implement the matriculation plan. While 86% of responding schools may keep track of test scores, only a very small fraction of these keep the scores in historical computer files for later access and research, for example.

III. DIFFICULT ASPECTS OF MATRICULATION TO IMPLEMENT

This question was asked on the questionnaire:

"Which aspects of matriculation at your college will be the most difficult to implement?"

The four most common responses were:

A. Insufficient counselors to see all new students and to implement the full follow-up process

B. Insufficient computerization to support the informational requirements of the guidelines

C. Lack of a computerized data base and research staff to handle the data, the monitoring, and the reporting requirements of the guidelines

D. Insufficient staff to provide for assessment and orientations for all new students.

When colleges have 5-15 different openings of school per year, providing all the matriculation components at each one requires a substantial commitment.

IV. COMPUTER ENHANCEMENTS NEEDED

Anticipating that insufficient computerization would be a major problem in implementing matriculation, the questionnaire was designed to determine where the greatest needs were.

On-line registration (70%), access to student rosters (79%), and admissions terminals (73%) were substantially in place, although many colleges still responded needing enhancement even in these areas.

Test scoring (59%), access to student history (63%), availability of a career search (63%), access to test results (53%), and a district computer in place (54%) were moderately implemented in the sample.

The enhancements most needed were as follows: 1) the student data base (53%), 2) counselor terminals (63%), 3) programming staff (59%), 4) data base including student objectives (63%), and 5) computerized prerequisite checking (79%).

The skills and money to implement the information aspects of matriculation have not kept pace with the ability to envision the process.

V. SUMMARY AND COMMENTS

If the six components of the matriculation process could be characterized as being moderately implemented in about one-half of the responding colleges, it could be said that the matriculation plan is not fully implemented in any but a few to none.

The admissions component seems largely under control.

Fewer than one-half of the responding schools orient all new students.

Assessment awareness is relatively high, although the management, storage, and retrieval of test information is weak throughout most colleges.

Fewer than one-half of the responding colleges (44%) can have counselors see all new students.

While 83% of the responding schools follow up students on dismissal, only 13% follow those without a major or those who are undecided.

Although registration procedures seem to allow enough time for matriculation efforts, colleges have a great difficulty when it comes to

A. providing staffing for assessment and orientations for all new students for multiple openings of school

B. providing sufficient counseling to see all new students and to provide for all of the designated follow-up efforts

C. implementing a matriculation data base and providing research staff to handle the data when it is in place.

From a broader perspective, it is difficult to implement matriculation without a clear institutional involvement in a clear system of academic standards. Without a person, a committee, or a process and without administrative and fiscal support, it is nearly impossible to meaningfully implement the full range of matriculation that cuts across almost every function of the college especially when it is often perceived as a threat.

Additional resources in terms of management time, technological sophistication, classifed assistance, counseling time, research staff and a nearly universal need for a matriculation data base and computer support are not easily found in the coffers of colleges and districts many of whom are fighting to meet their enrollment caps.

Colleges often have the will to implement matriculation, but they need help in funding the way. State monetary support and commitment are essential pieces needed to complete the matriculation puzzle.

VI. INDIVIDUAL COLLEGE PROFILES

MATRICULATION PROFILE

ALLAN HANCOCK COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as ESL, ReEntry, and learning disabilities.
3. We have a system for exempting students from testing.
4. We have a mechanism for determining the degree of commitment a student has for an educational objective.
5. We have a computerized student record system that provides a longitudinal record of student performance and progress.
6. We begin registering students (mail-in) 4 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have orientations as part of the admissions/registration process.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require writing and math assessment.

Optionally available is assessment for: reading, aptitude and study skills, need for referral for special services and for special assessment, and transcript analysis.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is a combination of individual and group sessions.

Credentialed counselors are used in our advisement process. One counselor is assigned to large group sessions with faculty advisers to assist.

During the admissions/registration process, we advise all new students taking 8+ units and all students taking English.

V. Follow-Up Component.

Those students who are on probation are required to see a counselor.

In addition, we follow up:
1. all day students as listed above
2. all evening students as listed above
3. students listed by instructors as being in academic difficulty

We use other follow-up practices as briefly explained below:

Letter - Probation letters mailed out
Phone - Instructors call those who miss classes

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the steps in the matriculation process that a student has completed
2. the student's educational objectives
3. student test scores

Our data is kept in computerized files.

We have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement: Follow-Up

The primary reason for this difficulty is that there are not enough counselors.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. Counselor terminals
3. On-line registration
4. Student data base
5. Access to current student rosters
6. Access to student course history (transcript information)
7. Computerized career search
8. Test scoring
9. Test results/storage
10. Test results/access
11. Student data on educational objectives
12. Computerized prerequisite checking
13. Admissions terminals

IX. The person implementing matriculation at Allan Hancock College is:

Dr. William Jesse, Vice President/Student Services
(805) 922-6966

The contact person on our campus who can speak on matriculation issues is:

Judy Markline, Chair, Language Arts and Matriculation
(805) 922-6966 x519

MATRICULATION PROFILE

AMERICAN RIVER COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We keep track of educational objectives other than major, such as career changes, job upgrades, hobbies, etc.
3. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
4. We have a system for exempting students from testing.
5. We have a mechanism for determining the degree of commitment a student has for an educational objective.
6. We have a computerized student record system that provides a longitudinal record of student performance and progress.
7. We begin registering students 8 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for most of our day students.
2. We have an orientation for most of our evening students.
3. We have orientations as part of the admissions/registration process.

III. The Pre-Enrollment Assessment and Educational Planning Component.

Optionally available is assessment for: reading, writing, math, aptitude, and need for referral for special assessment.

Also,
1. We have begun testing many of our new day students but have not implemented mandatory testing of all new day students (minus exemptions).
2. We have begun testing many of our new evening students but have not implemented mandatory testing of all new evening students (minus exemptions).

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is a combination of individual and group sessions.

Credentialed counselors are used in our advisement process.

We use paraprofessionals in our advisement process to assist new students in completing registration materials.

We use faculty in our advisement process primarily in the technical-vocational-occupational area.

During the admissions/registration process, we advise all students who request advice/counseling. 13.

V. Follow-Up Component.

Those students who are on disqualification are required to see a counselor.

In addition, we follow up:
1. all day students as listed above
2. all evening students as listed above

VI. Institutional Research and Evaluation Component.

Data is kept on the student's educational objectives.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement: Follow-Up

The primary reason for this difficulty is that we have insufficient staff.

VIII. Computer Resources.

We have the following resources in place:
1. Access to current student rosters
2. Computerized career search
3. Test scoring
4. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. Counselor terminals
3. Student data base
4. Access to student course history (transcript information)
5. Programming staff
6. Test results/storage
7. Test results/access
8. Student data on educational objectives
9. Computerized prerequisite checking

IX. The person implementing matriculation at American River College is:

Lou Johnson
Dean of Student Services
(916) 484-8461

The contact person on our campus who can speak on matriculation issues is:

Lou Johnson
(above)

MATRICULATION PROFILE

ANTELOPE VALLEY COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a system for exempting students from testing.
4. We begin registering students 3 weeks prior to the beginning of school.

II. The Orientation Component.

1. We do not conduct an orientation.
2. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading, writing and transcript analysis assessment.

Optionally available is assessment for: math, aptitude, study skills, need for referral for special services and need for referral for special assessment.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual session.

Credentialed counselors are used in our advisement process: by appointment prior to registration; making counselors available during registration.

We use faculty in our advisement process: One or more representatives of each academic division are available during registration.

During the admissions/registration process, we advise all new students and all students who request advice/counseling.

V. Follow-Up Component.

Those students who are on disqualification are required to see a counselor.

We use other follow-up practices as briefly explained below:

Letter - All students receive one of three letters from the counseling staff (new; 3-29 units; 30-50 units)

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

Our data is kept on paper.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

None indicated.

VIII. Computer Resources.

We have the following resources in place:

1. On-line registration
2. Student data base
3. Access to current student rosters
4. Computerized career search
5. Test scoring
6. Test results/storage
7. Test results/access
8. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:

1. District computer
2. Counselor terminals
3. Access to current student rosters
4. Access to student course history (transcript information)
5. Programming staff
6. Student data on educational objectives
7. Computerized prerequisite checking

IX. The person implementing matriculation at Antelope Valley College is:

Mike Keenan
Vice-President, Student Services
(805) 943-3241

The contact person on our campus who can speak on matriculation issues is:

Mike Keenan (above)

MATRICULATION PROFILE

BARSTOW COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
2. We have a system for exempting students from testing.
3. We have a computerized student record system that provides a longitudinal record of student performance and progress.
4. We begin registering students 2 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have an orientation for all new day students other than those specifically exempted.
3. We have an orientation for all new evening students other than those specifically exempted.
4. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing, math, and the need for referral for special services.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual session.

Credentialed counselors are used in our advisement process. All new students go through a counselor.

We use paraprofessionals in our advisement process. Peer counselors offer support service.

We use faculty in our advisement process on referral from counselors.

During the admissions/registration process, we advise all new students and all students who request advice/counseling.

V. Follow-Up Component.

The following students are required to see a counselor:
1. those who are on probation
2. those who are on disqualification

In addition, we follow up:
1. all day students as listed above
2. all evening students as listed above
3. students listed by instructors as being in academic difficulty

VI. Institutional Research and Evaluation Component.

For orientation students only, data is kept on
1. the steps in the matriculation process that a student has completed
2. the student's educational objectives
3. student test scores

Our data is kept on paper.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We don't have funding for (1) adequate computer records, (2) hardware and software for adequate career guidance and/or transfer data, (3) Peer counselors to monitor and direct students, (4) personnel to establish and maintain a prerequisite level on all courses. We should monitor every student for up to three years. Under present conditions that would drown us.

VIII. Computer Resources.

We have the following resources in place:
1. On-line registration
2. Student data base
3. Access to current student rosters
4. Access to student course history (transcript information)

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. On-line registration
2. Student data base
3. Access to current student rosters
4. Access to student course history (transcript information)
5. Computerized career search
6. Programming staff
7. Test scoring
8. Test results/storage
9. Test results/access
10. Student data on educational objectives
11. Computerized prerequisite checking
12. Admissions terminals

IX. The person implementing matriculation at Barstow College is:

Robert Chamberlin
Dean, Student Services
(619) 252-2411 x211, 212

MATRICULATION PROFILE

BUTTE COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We keep track of educational objectives other than major, such as career changes, job upgrades, hobbies, etc.
3. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
4. We have a system for exempting students from testing.
5. We have a mechanism for determining the degree of commitment a student has for an educational objective.
6. We have a computerized student record system that provides a longitudinal record of student performance and progress.
7. We begin registering students 6 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.

2. We have orientations as part of the admissions/registration process.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing, and math, the need for referral for special assessment, and transcript analysis.

Optionally available is assessment for: aptitude, study skills, and the need for referral for special assessment.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual, small and large group sessions.

Credentialed counselors and faculty are used in our advisement process. Counselors and/or faculty advisors meet with each student prior to registration.

During the admissions/registration process, we advise all new students.

V. Follow-Up Component.

The following students are required to see a counselor:
1. those who are on probation
2. those who are on disqualification.

In addition, we follow up:
1. students listed by instructors as being in academic difficulty
2. students who miss class

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the steps in the matriculation process that a student has completed
2. student test scores

Our data is kept on paper and in computerized files.

We have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have implemented all aspects of matriculation.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. On-line registration
3. Student data base
4. Access to current student rosters
5. Access to student course history (transcript information)
6. Test scoring
7. Test results/storage
8. Test results/access
9. Student data on educational objectives
10. Computerized prerequisite checking
11. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. Counselor terminals
2. Computerized career search
3. Programming staff

IX. The person implementing matriculation at Butte College is:

Dick Ostrowski
Vice President, Student Personnel Services
(916 895-2340/895-2419

The contact person on our campus who can speak on matriculation issues is:
Dick Ostrowski (above)

MATRICULATION PROFILE

CABRILLO COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a system for exempting students from testing.
4. We have a mechanism for determining the degree of commitment a student has for an educational objective.
5. We begin registering students 1 week prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have orientation classes as part of our regular curriculum. They are optional beyond the initial orientation.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment in reading, writing, math, the need for referral for special services and the need for referral for special assessment.

Optionally available is assessment for: aptitude, study skills and transcript analysis.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual sessions.

Credentialed counselors are used in our advisement process. Counselors meet with students by appointment before registration. Counselors are available at registration and orientation.

We use faculty in our advisement process during registration.

During the admissions/registration process, we try to advise all students who request advise/counseling. We run out of appointments every semester.

V. Follow-Up Component.

The following students are required to see a counselor:

1. those who are on probation
2. those who are on disqualification
3. Financial Aid students who have more than 70 units or who do not complete 12 units per semester as agreed.

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

Our data is kept both on paper and in computerized files.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement follow-up and research.

The primary reason for this is due to inadequate staff and inadequate data processing equipment.

VIII. Computer Resources.

We have the following resources in place:

1. District computer
2. On-line registration
3. Student data base
4. Access to current student rosters
5. Access to student course history (transcript information)
6. Computerized career search
7. Programming staff
8. Test scoring
9. Test results/storage
10. Test results/access
11. Student data on educational objectives
12. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:

1. Student data base
2. Test results/storage
3. Test results/access
4. Student data on educational objectives

IX. The person implementing matriculation at Cabrillo College is:

Laura Moyles
Division Chair
(408) 479-6478 or 479-6479

The contact person on our campus who can speak on matriculation issues is:

Laura Moyles (above)

MATRICULATION PROFILE

CANADA COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a system for exempting students from testing.
4. We have a computerized student record system that provides a longitudinal record of student performance and progress.
5. We begin registering students 8 weeks prior to the beginning of school.

II. The Orientation Component.

We are experimenting with orientations on a limited basis.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing, and math.

Optionally available is assessment for: the need for referral for special assessment and transcript analysis.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by a combination of individual and group sessions.

Credentialed counselors are used in our advisement process.

We use paraprofessionals informally in our advisement process.

During the admissions/registration process, we advise all new day students (7 units or more) and for continuing students, on a drop-in basis as well.

V. Follow-Up Component.

It is up to the individual counselors whether students on probation will be required to see a counselor.

In addition, we follow up on students listed by instructors as being in academic difficulty

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

Our data is kept in computerized files.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

None indicated.

VIII. Computer Resources.

We have the following resources in place:
1. Counselor terminals
2. On-line registration
3. Student data base
4. Access to current student rosters
5. Access to student course history (transcript information)
6. Computerized career search
7. Test scoring
8. Test results/storage
9. Test results/access
10. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. Counselor terminals
3. Student data on educational objectives
4. Computerized prerequisite checking

IX. The person implementing matriculation at Canada College is:

Bob Schey
Coordinator of Counseling
(415) 364-1212

MATRICULATION PROFILE

CERRO COSO COMMUNITY COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a computerized student record system that provides a longitudinal record of student performance and progress.
3. We begin registering students 2 weeks prior to the beginning of school.

II. The Orientation Component.

We have an orientation for all new students other than those specifically exempted.

III. The Pre-Enrollment Assessment and Educational Planning Component.

Optionally available is assessment for: reading, writing, math, aptitude, study skills, the need for referral for special services, the need for referral for special assessment, and transcript analysis.

Also, all students registering for 12+ units are tested.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual session.

Credentialed counselors are used to counsel and advise in our advisement process.

We use paraprofessionals to advise in our advisement process.

During the admissions/registration process, we advise all students who request advice/counseling.

V. Follow-Up Component.

The following students are required to see a counselor:
1. those who are on disqualification
2. those who are on financial aid
3. Veterans

In addition, we follow up students listed by instructors as being in academic difficulty.

We use other follow-up practices as briefly explained below

Letter: to students scoring low on the placement test.

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement direct counselor contact.

The primary reason for this difficulty is that we do not have enough counselors to see all the students.

VIII. Computer Resources.

We have the following resources in place:

1. On-line registration
2. Access to current student rosters
3. Access to student course history (transcript information)
4. Test scoring
5. Test results/storage
6. Test results/access
7. Student data on educational objectives
8. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:

1. District computer
2. Counselor terminals
3. Student data base
4. Computerized career search
5. Programming staff
6. Computerized prerequisite checking

IX. The person implementing matriculation at Cerro Coso Community College is:

Dr. Don Mourton
Dean of Student Services
(619) 375-5001

The contact person on our campus who can speak on matriculation issues is:

Dr. Don Mourton (above)

MATRICULATION PROFILE

CHABOT COLLEGE - VALLEY CAMPUS

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We keep track of educational objectives other than major, such as career changes, job upgrades, hobbies, etc.
3. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
4. We have a system for exempting students from testing.
5. We have a mechanism for determining the degree of commitment a student has for an educational objective.
6. We have a computerized student record system that provides a longitudinal record of student performance and progress.
7. We begin registering students 17 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have orientations as part of the admissions/registration process.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment in reading, writing, and math.

Optionally available is assessment for: aptitude, study skills, the need for special services, the need for special assessment, and transcript analysis.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual sessions.

Credentialed counselors are used in our advisement process. Counselors meet individually with each new student, each returning student and second quarter students on a required basis to help them choose a career goal based on their assessed skills and career information--and choose specific college courses to meet those career goals.

We use faculty in our advisement process. Faculty are consultants on their particular major field of expertise.

During the admissions/registration process, we advise all new students and all students who request advice/counseling.

V. Follow-Up Component.

The following students are required to see a counselor:
1. those who are undecided about a major
2. those who have not declared a major
3. those who are on probation
4. those who are on disqualification
5. those who are in learning skills programs

In addition, we follow up on students listed by instructors as being in academic difficulty.

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the steps in the matriculation process that a student has completed
2. the student's educational objectives
3. student test scores.

Our data is kept in computerized files.

We have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

The aspects which will need refining and careful monitoring are those which deal with institutional research. These aspects are, also, the more costly aspects of the matriculation model.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. On-line registration
3. Access to student course history (transcript information)
4. Student data on educational objectives
5. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. Counselor terminals
2. Student data base
3. Access to current student rosters
4. Computerized career search
5. Programming staff
6. Test scoring
7. Test results/storage
8. Test results/access
9. Computerized prerequisite checking

IX. The person implementing matriculation at Chabot College--Valley Campus is:
Dr. Dee Roshong
Assistant Director of Student Personnel Services
(415) 455-5300, ext. 20

The contact person on our campus who can speak on matriculation issues is:
Dr. Barbara Mertes
Dean, Valley Campus
(415) 455-5300, ext. 14

MATRICULATION PROFILE

CITRUS COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc. (through assessment, not admissions)
3. We have a system for exempting students from testing.
4. We begin registering students 3 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have orientations as part of the admissions/registration process.
3. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing, math, and the need for referral for special assessment.

Optionally available is assessment for: aptitude and study skills.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is a combination of individual and group sessions.

Credentialed counselors are used in our advisement process. Counselors see students and counsel them regarding obtaining career goals; follow-up advisement occurs.

During the admissions/registration process, we advise all students who request advice/counseling, all F-1 students, and all varsity athletes.

V. Follow-Up Component.

The following students are strongly encouraged to see a counselor:
1. those who are undecided about a major
2. those who have not declared a major
3. those who are on probation
4. those who are on disqualification
5. those who have been referred by an instructor as having difficulty; all who have received tutoring.

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In addition, we follow up:
1. all day students as listed above
2. all evening students as listed above
3. students listed by instructors as being in academic difficulty
4. students who miss class (attempt to).

VI. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement the research and evaluation components.

The primary reason for this difficulty is that we have insufficient staffing.

VII. Computer Resources.

We have the following resources in place:
1. District computer
2. On-line registration
3. Access to current student rosters
4. Test scoring
5. Test results/storage
6. Test results/access
7. Student data on educational objectives
8. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. Counselor terminals
2. Student data base
3. Access to student course history (transcript information)
4. Computerized career search
5. Programming staff
6. Computerized prerequisite checking

VIII. The persons implementing matriculation at Citrus College are:

Denise Morgan, Dean of Counseling
Melanie Cox, Director of Admissions and Records
(818) 335-0521

The contact person on our campus who can speak on matriculation issues is:

Denise Morgan (above)

MATRICULATION PROFILE

CITY COLLEGE OF SAN FRANCISCO

Fall 1985

I. The Admissions Component has the following aspects in place:

1. We have a system for exempting students from testing.
2. We have a computerized student record system that provides a longitudinal record of student performance and progress.
3. We begin registering students 4 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new day students other than those specifically exempted.
2. We have orientations as part of the admissions/registration process.
3. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading and math assessment.

Optionally available is assessment for: writing and study skills.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by a combination of individual and group session.

Credentialed counselors are used in our advisement process in all areas outlined in the Minimum Standards in Title 5 related to counseling. We have a strong, comprehensive educational planning process with extensive follow-up.

We use faculty in our advisement process to provide information specific to occupational majors.

During the admissions/registration process, we advise all new day students and all students who request advice/counseling (evening).

V. Follow-Up Component.

The following students are required to see a counselor:
1. those who are on probation
2. those who are on disqualification
3. those who are in learning skills programs
4. those who are in fewer than 30 units

In addition, we follow up:

1. all day students as listed above
2. students listed by instructors as being in academic difficulty (EOPS only)
3. students who miss class (EOPS only)

Our individual and group activities are geared toward these groups:

1. transfer-oriented students
2. student in their last semester in occupational programs--job seeking skills
3. ESL students
4. re-entry women
5. students with more than 60 units.

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

Our data is kept on paper.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement: (1) comprehensive assessment due to a lack of quality, non-cognitive-type instruments, and (2) computerized data gathering due to a lack of hardware, space in our files, staffing, physical space on campus. Our system is quite limiting.

VIII. Computer Resources.

We have the following resources in place:

1. On-line registration
2. Access to current student rosters
3. Test results/access
4. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:

1. District computer
2. Counselor terminals
3. Student data base
4. Access to student course history (transcript information)
5. Computerized career search
6. Programming staff
7. Test scoring
8. Test results/storage
9. Student data on educational objectives
10. Computerized prerequisite checking

IX. The person implementing matriculation at City College of San Francisco and the contact person who is able to speak on matriculation issues is:

Rosa G. Perez
Vice President, Student Services
(415) 239-3211

MATRICULATION PROFILE

COASTLINE COMMUNITY COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We keep track of educational objectives other than major, such as career changes, job upgrades, hobbies, etc.
3. We have a system for exempting students from testing.
4. We have a computerized student record system that provides a longitudinal record of student performance and progress.
5. We begin registering students 5 weeks prior to the beginning of school.

II. The Orientation Component.

We do not conduct an orientation.

III. The Pre-Enrollment Assessment and Educational Planning Component.

Optionally available is assessment for: reading, writing, aptitude, study skills, the need for referral for special services, the need for referral for special assessment, and transcript analysis.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is optional. Counseling is available, but not required.

Credentialed counselors are used in our advisement process. Students make appointments or see the counselor on a walk-in basis.

During the admissions/registration process, we advise all students who request advice/counseling.

V. Follow-Up Component.

The following students are required to see a counselor:
1. those who are on disqualification
2. those who are on financial aid and/or EOPS and Veterans who have completed 40 units or more.

In addition, we follow up students listed by instructors as being in academic difficulty.

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VI. Institutional Research and Evaluation Component.

Data is kept on the student's educational objectives.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

Due to the decentralized nature of the college (non-campus), all aspects pose unique problems for implementation.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. Counselor terminals
3. On-line registration
4. Student data base
5. Access to current student rosters
6. Access to student course history (transcript information)
7. Student data on educational objectives
8. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. Computerized career search
2. Programming staff
3. Test scoring
4. Test results/storage
5. Test results/access
6. Computerized prerequisite checking

IX. The person implementing matriculation at Coastline Community College is:

John M. Briehan, Dean
Adm. Guidance & Information Services
(714) 241-6160

MATRICULATION PROFILE

COLLEGE OF ALAMEDA

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a system for exempting students from testing.
4. We have a mechanism for determining the degree of commitment a student has for an educational objective.
5. We begin registering students 1 week prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have orientations as part of the admissions/registration process.
3. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

Optionally available is assessment for reading, writing, math, and the need for referral for special assessment.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual session.

Credentialed counselors are used in our advisement process. Counselors advise students based on assessment results and educational objectives.

We use paraprofessionals in our advisement process. They are used at the first step to guide students through the process, screen for assessment, and refer to counselor for academic advisement.

We use faculty in our advisement process. Faculty are available on specified days during registration/class enrollment.

During the admissions/registration process, we advise all new students enrolling in 6 or more units.

V. Follow-Up Component.

The following students are required to see a counselor:
1. those who are undecided about a major
2. those who have not declared a major
3. those who are on probation
4. those who are on disqualification

In addition, we follow up:

1. students listed by instructors as being in academic difficulty
2. students who miss class.

We use other follow-up practices as briefly explained below:

> Letters are sent to all students enrolled in 6 units or more and are undecided about a major.
>
> Phone calls are made to those students teachers refer to us for follow-up (rap).

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

We have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement the follow-up component due to the quarter system; the research and evaluation components due to limited staff.

VIII. Computer Resources.

We have the following resources in place:

1. District computer
2. Access to student course history (transcript information)
3. Test scoring
4. Test results/storage
5. Test results/access
6. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:

1. Counselor terminals
2. Student data base
3. Computerized career search
4. Programming staff
5. Student data on educational objectives
6. Computerized prerequisite checking

IX. The person implementing matriculation at the College of Alameda is:

Dr. Ben Yerger
Dean, Student Services
(415) 748-2204

The contact person on our campus who can speak on matriculation issues is:

Dr. Ben Yerger (above)

MATRICULATION PROFILE

COLLEGE OF THE DESERT

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system for exempting students from testing.

II. The Orientation Component.

1. We are experimenting with orientations on a limited basis.
2. We have orientations as part of the admissions/registration process.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading, writing, and math assessment.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual sessions.

Credentialed counselors are used in our advisement process. All counselors are available on a drop-in basis and during registration.

We use faculty in our advisement process. Some faculty are available during registration.

During the admissions/registration process, we advise all students who request advice/counseling.

V. Follow-Up Component.

The following students are required to see a counselor:
1. those who are on probation
2. those who are on disqualification.

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement any aspects of matriculation other than what we now have.

The primary reason for this difficulty is that we have a lack of space, money and personnel.

VIII. Computer Resources.

We have the following resources in place:
1. On-line registration
2. Student data base
3. Programming staff
4. Test scoring
5. Test results/storage
6. Test results/access
7. Student data on educational objectives
8. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. Counselor terminals
2. Access to current student rosters
3. Access to student course history (transcript information)
4. Computerized career search
5. Computerized prerequisite checking

MATRICULATION PROFILE

COLLEGE OF THE SEQUOIAS

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a system for exempting students from testing.
4. We have a computerized student record system that provides a longitudinal record of student performance and progress.
5. We begin registering students 6 weeks prior to the beginning of school.

II. The Orientation Component.

We are experimenting with orientations on a limited basis.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing, and math.

Optionally available is assessment for: aptitude, study skills, the need for referral for special services, the need for referral for special assessment, and transcript analysis.

Also,
1. We require assessment of skills levels for all new students except for a specific set of exemptions.
2. We require assessment of skills levels for all new day students except for a specific set of exemptions.
3. We require assessment of skills levels for all new evening students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual and by small group session.

Credentialed counselors are used in our advisement process. Counselors assess test scores, transcripts and students' desired educational goals. Counselors are used in small group departmental advising also.

We use faculty in our advisement process. Faculty are used to explain major requirements in their disciplines.

During the admissions/registration process, we advise all new students, all students who request advice/counseling, and students enrolling for their final semester before graduation or transfer.

V. Follow-Up Component.

The following students are required to see a counselor:
1. those who are on disqualification
2. those needing graduation assessment.

We use other follow-up practices as briefly explained below:

Letters are sent to students on probation, disqualification, and also for academic honors.

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the steps in the matriculation process that a student has completed
2. student test scores

Our data is kept on paper.

We have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

Keeping track of the steps in the matriculation process is the most difficult because of the number of students and the time involved. Therefore, a step-by-step procedure is not possible with the limited staff that we have in the Student Services area.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. On-line registration
3. Student data base
4. Access to current student rosters
5. Access to student course history (transcript information)
6. Computerized career search
7. Test results/storage
8. Test results/access
9. Student data on educational objectives

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. On-line registration
3. Student data base
4. Access to current student rosters
5. Access to student course history (transcript information)
6. Computerized career search
7. Test results/access
8. Student data on educational objectives

IX. The person implementing matriculation at College of the Sequoias is:
Don L. Goodyear, Ed.D.; Vice President, Student Services
(209) 733-2050, ext. 268

The contact person on our campus who can speak on matriculation issues is:
Bill Bettencourt, Dean of Students/Head Counselor
(209) 733-2050, ext. 276

MATRICULATION PROFILE

COLUMBIA COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a computerized student record system that provides a longitudinal record of student performance and progress.
3. We begin registering students 3 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new day students other than those specifically exempted.
2. We have an orientation for most of our day students.
3. We have orientations as part of the admissions/registration process.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading and writing.

Optionally available is assessment for: aptitude, the need for referral for special services, the need for referral for special assessment, and transcript analysis.

Also,
We require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by a combination of individual and group session.

Credentialed counselors are used in our advisement process. They advise all new first-time students enrolling in 6 or more units.

We use faculty in our advisement process. They are assigned advisees majoring in their particular discipline.

During the admissions/registration process, we advise all new day students and all students enrolling in more than a minimum number of units.

V. Follow-Up Component.

The following students are required to see a counselor:
1. those who are on probation
2. those who are on disqualification

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores (English only).

Our data is kept in computerized files.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement the follow-up component.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. On-line registration
3. Access to current student rosters
4. Access to student course history (transcript information)
5. Computerized career search
6. Computerized prerequisite checking
7. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. Counselor terminals
2. Student data base
3. Test scoring
4. Test results/storage
5. Test results/access
6. Student data on educational objectives

IX. The person implementing matriculation at Columbia College is:

Paul K. Becker
Dean of Student Services
(209) 533-5106

MATRICULATION PROFILE

COSUMNES RIVER COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a system for exempting students from testing.
4. We have a computerized student record system that provides a longitudinal record of student performance and progress.
5. We begin registering students 14 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new day students other than those specifically exempted.
2. We have orientations as part of the admissions/registration process.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading, writing and math assessment.

Optionally available is assessment for: aptitude, study skills, the need for referral for special services, the need for referral for special assessment, and transcript analysis.

Also,
1. We require assessment of skills levels for all new day students except for a specific set of exemptions.
2. We require assessment of skills levels for all new evening students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by a combination of individual and group session.

Credentialed counselors, paraprofessionals, and faculty are used in our advisement process.

During the admissions/registration process, we advise all students who request advice/counseling and all students enrolling in more than a minimum number of units.

V. Follow-Up Component.

The following students are required to see a counselor:
1. those who are on probation
2. those who are on disqualification

In addition, we follow up:
1. all day students as listed above
2. all evening students as listed above
3. students listed by instructors as being in academic difficulty

We use other follow-up practices as briefly explained below:

Letter: Letters of "information" and "inquiry" are used in an appropriate manner.

Phone: A project wherein all continuing students are called with the intent of follow-up, giving and getting data.

Other: Periodic studies are conducted by the Office of Research. A standing advisory committee on Articulation/Recruitment/Assessment/Advisement/Retention engages itself in a variety of evaluative and follow-up activities.

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

Our data is kept on paper.

We have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to track the steps in the matriculation process that a student has completed and to track the student's educational objectives.

The primary reason for this difficulty is the lack of staff, equipment/system.

VIII. Computer Resources.

We have the following resources in place:
1. On-line registration
2. Access to current student rosters
3. Computerized career search
4. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. Counselor terminals
3. Student data base
4. Access to student course history (transcript information)
5. Programming staff
6. Test scoring
7. Test results/storage
8. Test results/access
9. Student data on educational objectives
10. Computerized prerequisite checking

IX. The person implementing matriculation at Cosumnes River College and who is able to speak to other colleges about our process is:

Ron Kong
Dean of the College
(916) 686-7408

MATRICULATION PROFILE

CRAFTON HILLS COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a computerized student record system that provides a longitudinal record of student performance and progress.
3. We begin registering students 1 week prior to the beginning of school.

II. The Orientation Component.

We have an orientation for all new day students other than those specifically exempted.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require the following types of assessment after a student is enrolled: reading, math, aptitude, study skills, the need for referral for special assessment, and transcript analysis.

Also, pre-enrollment is required for certain occupational education programs.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual, small group, and a combination of individual and group session.

Credentialed counselors are used in our advisement process. They effect program advisement, develop IEP, refer students to other agencies, refer them for certain health tests, and evaluate transcripts.

We use faculty in our advisement process. A cadre of instructors (5) assist counselors with program advisement during registration.

During the admissions/registration process, we advise all new day students, all students who request advice/counseling, students enrolling in more than a minimum number of units, international students, HSP&S students, and EOPS students.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. are on disqualification
3. are in learning skills programs

In addition, we follow up:
1. all day students as listed above
2. all evening students as listed above
3. on students listed by instructors as being in academic difficulty

We use other follow-up practices as briefly explained below:
1. Letters: letters and grade reports
2. Phone: HSP&S and EOP&S
3 Other: personal contacts

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the student's educational objectives (occupational education only)
2. student test scores

Our data is kept in computerized files.

We have a person on campus who is unofficially in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement personal assessments due to funding, personnel, time, and space limitations.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. Counselor terminals
3. On-line registration
4. Student data base
5. Access to current student rosters
6. Access to student course history (transcript information)
7. Test scoring
8. Test results/storage
9. Test results/access
10. Computerized prerequisite checking
11. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. Counselor terminals
2. On-line registration
3. Test results/storage
4. Test results/access

IX. The person implementing matriculation at Crafton Hills College is:

(not indicated)

The contact person on our campus who can speak on matriculation issues is:

46.

(not indicated)

MATRICULATION PROFILE

CUYAMACA COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system for exempting students from testing.
3. We have a computerized student record system that provides a longitudinal record of student performance and progress.
4. We begin registering students 1 week prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have orientations as part of the admissions/registration process.
3. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading, writing, and math assessment.

Optionally available is assessment for: aptitude, study skills, the need for referral for special services, the need for referral for special assessment, and transcript analysis.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by a combination of individual and group sessions.

Credentialed counselors are used in our advisement process. They are available at registration and for group advisement during testing/advising session.

We use faculty in our advisement process. They are used for group advising by majors.

During the admissions/registration process, we advise all new students and all students who request advice/counseling.

V. Follow-Up Component.

The following students are required to see a counselor:
1. those who are on disqualification
2. those who attend testing/advising sessions.

In addition, we follow up students who miss class.

We use other follow-up practices as briefly explained below
Letter: To students on academic probation.
Phone: Students who miss class.

VI. Institutional Research and Evaluation Component.

Data is kept on

1. the student's educational objectives
2. student test scores

Our data is kept in computerized files.

We have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement: (1) Follow-Up due to a lack of staff to contact students who left the institution, and (2) Research due to a lack of staff and software.

VIII. Computer Resources.

We have the following resources in place:

1. On-line registration
2. Student data base
3. Access to current student rosters
4. Access to student course history (transcript information)
5. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:

1. District computer
2. Counselor terminals
3. Computerized career search
4. Programming staff
5. Test scoring
6. Test results/storage
7. Test results/access
8. Student data on educational objectives
9. Computerized prerequisite checking

IX. The person implementing matriculation at Cuyamaca College is:

Paul Boatner
Administrative Dean, Instruction & Student Services
(619) 464-1980

The contact persons on our campus who can speak on matriculation issues are:

Jan Ford, Learning Skills Coordinator
Jerry Humpert, Counselor
(619) 464-1980

MATRICULATION PROFILE

CYPRESS COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a system for exempting students from testing.
4. We have a computerized student record system that provides a longitudinal record of student performance and progress.
5. We begin registering students 2 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have orientations as part of the admissions/registration process.
3. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing, math, the need for referral for special services, and the need for referral for special assessment.

Optionally available is transcript analysis.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by a combination of individual and group session.

Credentialed counselors are used in our advisement process. Our counselors are responsible for all academic advisement which is done in small group counseling that culminates in individual program approval.

We use faculty in our advisement process. A few are selected to assist our regular counselors.

During the admissions/registration process, we advise all new students except those with specific exemptions.

V. Follow-Up Component.

The following students are required to see a counselor:
1. those who are on probation
2. those who are on disqualification

All are "required" to take an 8-hour educational planning course, though we have no current way to enforce it.

In addition, we follow up:
1. all day students as listed above
2. all evening students as listed above
3. students listed by instructors as being in academic difficulty

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the steps in the matriculation process that a student has completed
2. student test scores

Our data is kept on paper (computerized files in process).

We have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement follow-up after "Educational Planning" course -- sometimes difficult to get students to come in.

VIII. Computer Resources.

We have the following resources in place:
1. Counselor terminals
2. On-line registration
3. Student data base
4. Access to current student rosters
5. Computerized career search
6. Test scoring
7. Test results/storage
8. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. Access to student course history (transcript information)
3. Programming staff
4. Test results/access
5. Student data on educational objectives
6. Computerized prerequisite checking

IX. The person implementing matriculation at Cypress College is:

Dr. Joanna Spaulding
Associate Dean, Counseling
(714) 826-2220

The contact person on our campus who can speak on matriculation issues is:

Dr. Joanna Spaulding or
Dr. Don Bedard
Vice President, Student Services
(714) 826-2220

MATRICULATION PROFILE

DIABLO VALLEY COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a computerized student record system that provides a longitudinal record of student performance and progress.
3. We begin registering students 2 weeks prior to the beginning of school.

II. The Orientation Component.

We are experimenting with orientations on a limited basis.

III. The Pre-Enrollment Assessment and Educational Planning Component.

Optionally available is assessment for: reading, writing, math, aptitude and the need for referral for special assessment.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is available.

Credentialed counselors are used in our advisement process. Counselors are available during registration; appointments are made during the year.

We use faculty in our advisement process. They are available during registration.

During the admissions/registration process, we advise all students who request advice/counseling.

V. Follow-Up Component.

Not indicated.

VI. Institutional Research and Evaluation Component.

Not indicated.

We do not have a person on campus who is in charge of institutional research.

#30

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement testing.

The primary reason for this difficulty is our long tradition of open accessibility.

VIII. Computer Resources.

We have the following resources in place:

1. District computer
2. Counselor terminals
3. On-line registration
4. Access to current student rosters
5. Access to student course history (transcript information)
6. Computerized career search
7. Test scoring
8. Test results/access
9. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:

1. Student data on educational objectives
2. Computerized prerequisite checking
3. Admissions terminals

IX. There is no person assigned to implement matriculation at Diablo Valley College.

MATRICULATION PROFILE

EAST LOS ANGELES COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a system for exempting students from testing.
4. We have a computerized student record system that provides a longitudinal record of student performance and progress.
5. We begin registering students 8 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have orientations as part of the admissions/registration process.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading, writing, and math assessment.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by large group.

Credentialed counselors are used in our advisement process: orientation to admissions process, determination of major, selection of classes.

We use paraprofessionals in our advisement process. They aid in filling out forms, awareness of student support services, and referrals as indicated.

During the admissions/registration process, we advise all new students.

V. Follow-Up Component.

Students who are on disqualification are required to see a counselor.

#31

VI. Institutional Research and Evaluation Component.

Our data is kept in computerized files.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement enrollment as a "cleared" student. Fee delinquencies from prior terms (library, drop fee, enrollment fee, etc) are not always reported to student prior to registration.

VIII. Computer Resources.

We have the following resources in place:

1. Access to current student rosters
2. Access to student course history (transcript information)
3. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:

1. District computer
2. Counselor terminals
3. On-line registration
4. Student data base
5. Computerized career search
6. Programming staff
7. Test scoring
8. Test results/storage
9. Test results/access
10. Student data on educational objectives
11. Computerized prerequisite checking
12. Other: Room to register is needed, but foremost need is funding for registration staff.

IX. The person implementing matriculation at East Los Angeles College is:

Stanley Viltz
Assistant Dean
(213) 265-8713

The contact person on our campus who can speak on matriculation issues is:

Stanley Viltz (above)

MATRICULATION PROFILE

EL CAMINO COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a computerized student record system that provides a longitudinal record of student performance and progress.
3. We begin registering students 2.5 weeks prior to the beginning of school.

II. The Orientation Component.

We are experimenting with orientations on a limited basis.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading and writing assessment only for matriculated students defined as "matriculated" at ECC. The need for referral for special assessment and transcript analysis are required of all students.

Optionally available is assessment for: math and the need for referral for special services.

Also,
1. We require assessment of skills levels for all new students except for a specific set of exemptions.
2. We require assessment of skills levels for all new day students except for a specific set of exemptions.
3. We require assessment of skills levels for all new evening students except for a specific set of exemptions.
4. We have begun testing many of our new day students but have not implemented mandatory testing of all new day students (minus exemptions).
5. We have begun testing many of our new evening students but have not implemented mandatory testing of all new evening students (minus exemptions).

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual session.

Credentialed counselors are used in our advisement process. They are used at registration and through appointments during the academic year.

We use paraprofessionals in our advisement process. They are utilized as educational advisors on a walk-in basis.

We use faculty in our advisement process. Some limited faculty advisement is used specifically in the Honors Program and Althletic Programs and in other selected academic and vocational areas.

During the admissions/registration process, we advise all students who request advice/counseling and all those who are defined as "matriculated" at El Camino College.

V. Follow-Up Component.

Students who are on disqualification are required to see a counselor.

We use no further follow up at this time.

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the steps in the matriculation process that a student has completed
2. the student's educational objectives
3. student test scores

Our data is kept in computerized files.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

The student/counselor ratio is so great that all students may not be able to "matriculate" and thereby follow through on all the steps required.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. On-line registration
3. Student data base
4. Access to current student rosters
5. Access to student course history (transcript information)
6. Computerized career search
7. Test scoring
8. Test results/storage
9. Student data on educational objectives
10. Computerized prerequisite checking
11. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. Counselor terminals
2. Programming staff
3. Test results/access

IX. The persons implementing matriculation at El Camino College is:

Dean Robert Pedersen	Dr. Steve Muck
Dean, Curriculum Development	Senior Counselor
(213) 532-3670 x650	(213) 532-3670 x356

The contact person on our campus who can speak on matriculation issues is:

Dean Robert Pedersen
Dean, Curriculum Development
(231) 532-3670 x3670

MATRICULATION PROFILE

EVERGREEN VALLEY COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We keep track of educational objectives other than major, such as career changes, job upgrades, hobbies, etc.
3. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
4. We have a system for exempting students from testing.
5. We have a mechanism for determining the degree of commitment a student has for an educational objective.
6. We have a computerized student record system that provides a longitudinal record of student performance and progress.
7. We begin registering students 6 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have orientations as part of the admissions/registration process.
3. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading, writing, and math assessment.

Optionally available is assessment for: aptitude, study skills, the need for referral for special services, the need for referral for special assessment, and transcript analysis.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual session.

Credentialed counselors are used in our advisement process. They do individual counseling and prepare Financial Aid plans.

We use paraprofessionals in our advisement process to help with orientations.

We use faculty in our advisement process. They are invited to orientations.

During the admissions/registration process, we advise all new students.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. are on disqualification
3. are in learning skills programs

In addition, we follow up:
1. all day students as listed above
2. all evening students as listed above

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

Our data is kept on paper.

We have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement: 1) computerized files for educational objectives. This requires the programming of the student record system. And 2) adding sufficient counseling staff to see students individually for 30+ different openings of school in our District.

VIII. Computer Resources.

We have the following resources in place:
1. On-line registration
2. Student data base
3. Access to current student rosters
4. Access to student course history (transcript information)
5. Test scoring
6. Test results/storage
7. Test results/access
8. Computerized prerequisite checking

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. Counselor terminals
3. Computerized career search
4. Programming staff
5. Student data on educational objectives
6. Admissions terminals

IX. The person implementing matriculation at Evergreen Valley College is:

Dr. Jon Kangas
District Dean of Academic Standards
(408) 274-7900 x6631

The contact person on our campus who can speak on matriculation issues is:

Dr. Jon Kangas (above)

MATRICULATION PROFILE

FOOTHILL COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We keep track of educational objectives other than major, such as career changes, job upgrades, hobbies, etc.
3. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
4. We have a system for exempting students from testing.
5. We have a mechanism for determining the degree of commitment a student has for an educational objective.
6. We have a computerized student record system that provides a longitudinal record of student performance and progress.
7. We begin registering students 4 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have an orientation for all new day students other than those specifically exempted.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing, math, and the need for referral for special assessment.

Optionally available is assessment for: aptitude, study skills, the need for referral for special assessment and transcript analysis.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by a combination of individual and group session.

Credentialed counselors are used in our advisement process to test and advise students.

We use paraprofessionals in our advisement process to assist in test administration.

During the admissions/registration process, we advise all new students.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. are on disqualification
3. are in fewer than 30 units.

In addition, we follow up:
1. all day students as listed above
2. all evening students as listed above

All new students must take a 2-unit orientation class.

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the steps in the matriculation process that a student has completed
2. the student's educational objectives
3. student test scores

Our data is kept in computerized files.

We have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement the evening aspects of matriculation.

The primary reason for this is due to a lack of funds.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. Counselor terminals
3. On-line registration
4. Student data base
5. Access to current student rosters
6. Access to student course history (transcript information)
7. Computerized career search
8. Programming staff
9. Test scoring
10. Test results/storage
11. Test results/access
12. Student data on educational objectives
13. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. Counselor terminals
3. Test scoring
4. Computerized prerequisite checking

IX. The contact person on our campus who can speak on matriculation issues is:

Charles Broussard
Director of Testing
(415) 960-4215

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MATRICULATION PROFILE

FRESNO CITY COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We keep track of educational objectives other than major, such as career changes, job upgrades, hobbies, etc.
3. We have a system for exempting students from testing.
4. We begin registering students 2 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have orientations as part of the admissions/registration process.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing, math, and the need for referral for special assessment.

Optionally available is assessment for: transcript analysis.

Also, we test students who seek entrance into some 60 different classes, including English and math.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by a combination of individual and group session.

Credentialed counselors are used in our advisement process to counsel students individually, evaluate their transcripts and recommend appropriate courses. Counselors also give the orientations.

We use faculty in our advisement process. Faculty work with new students in small groups, advising by major.

During the admissions/registration process, we advise all new students and all students who request advice/counseling.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. are on disqualification
3. are not high school graduates
4. are new students

In addition, we follow up on students listed by instructors as being in academic difficulty

We use other follow-up practices as briefly explained below:

Letter: To all students on probation advising them of mandatory session with a counselor.

VI. Institutional Research and Evaluation Component.

Data is kept on:
1. the steps in the matriculation process that a student has completed
2. student test scores.

Our data is kept in computerized files.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement tracking of student educational objectives.

The primary reason for this is due to the lack of computer power.

VIII. Computer Resources.

We have the following resources in place:
1. On-line registration
2. Access to current student rosters
3. Computerized career search
4. Test scoring
5. Test results/storage
6. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. Counselor terminals
3. Student data base
4. Access to student course history (transcript information)
5. Programming staff
6. Test results/access
7. Student data on educational objectives
8. Computerized prerequisite checking

IX. The person implementing matriculation at Fresno City College is:

Debbie Ikeda
Associate Dean, Counseling
(209) 442-4600

The contact person on our campus who can speak on matriculation issues is:

Debbie Ikeda (above)

MATRICULATION PROFILE

FULLERTON COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system for exempting students from testing.
3. We have a computerized student record system that provides a longitudinal record of student performance and progress.
4. We begin registering students 2 weeks prior to the beginning of school.

The following aspects are in progress:
1. We keep track of educational objectives other than major.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, etc.
3. We have a mechanism for determining the degree of commitment a student has for an educational objective.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have an orientation for all new day students other than those specifically exempted.
3. We have an orientation for all new evening students other than those specifically exempted.
4. We have an orientation for most of our day students.
5. We have an orientation for most of our evening students.
6. We are experimenting with orientations on a limited basis.
7. We do not conduct an orientation.
8. We have orientations as part of the admissions/registration process.
9. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing, math and transcript analysis. Optionally available is assessment for: math, aptitude, the need for referral for special services, and the need for referral for special assessment.
Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by a combination of individual and small group session.

Credentialed counselors are used in our advisement process.
Professional staff are assigned counselees based on their majors. They work with students on Educational Planning, Career Planning, and other personal life issues.

During the admissions/registration process, we advise all new students and all students who request advice/counseling.

V. Follow-Up Component.

We require students to see a counselor who
1. are undecided about a major
2. have not declared a major
3. are on probation
4. are in learning skills programs

In addition, we follow up:
1. all day students as listed above
2. all evening students as listed above
3. on students listed by instructors as being in academic difficulty

We use other follow-up practices as briefly explained below:
Letter: A computer system for letters to students
Phone: Only when necessary

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the steps in the matriculation process that a student has completed
2. the student's educational objectives
3. student test scores

Our data is kept on paper and in computerized files.
We have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

Since the vast majority has been in place, no difficulty is experienced, except counselors logging contacts with students in the computer system.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. Counselor terminals
3. On-line registration
4. Student data base
5. Access to current student rosters
6. Access to student course history (transcript information)
7. Computerized career search
8. Programming staff
9. Test scoring
10. Test results/storage
11. Test results/access
12. Student data on educational objectives
13. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. Computerized prerequisite checking

IX. The person implementing matriculation at Fullerton College is:
Richard DeVecchio, Dean of Student Development and Services
(714) 871-8000, x226

The contact person on our campus who can speak on matriculation issues is: Jeanne Hamilton, Associate Dean of Student Development
(714) 871-8000, x203

MATRICULATION PROFILE

GAVILAN COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We keep track of educational objectives other than major, such as career changes, job upgrades, hobbies, etc.
3. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
4. We have a system for exempting students from testing.
5. We have a mechanism for determining the degree of commitment a student has for an educational objective.
6. We have a computerized student record system that provides a longitudinal record of student performance and progress.
7. We begin registering students 3 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have orientations as part of the registration process.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading, writing, and math assessment.

Optionally available is assessment for: aptitude, study skills, the need for referral for special services, the need for referral for special assessment, and transcript analysis.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual and small group session.

Credentialed counselors and faculty are used in our advisement process. Students are assigned by major or special request. All students enrolling in 6 or more units must see a counselor/advisor.

During the admissions/registration process, we advise all new students, all students who request advice/counseling, and students enrolling in more than a minimum # of units (6).

V. Follow-Up Component.

We require students to see a counselor who:

1. are undecided about a major
2. have not declared a major
3. are on probation
4. are on disqualification
5. are in learning skills programs
6. are in the EOP&S and HSP&S Programs

In addition, we follow up on all day students as listed above and on students listed by instructors as being in academic difficulty.

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement research and student flow tracking.

The primary reason for this is due to a lack of computer hardware, and programming time and staff.

VIII. Computer Resources.

We have the following resources in place:

1. District computer
2. On-line registration
3. Access to current student rosters
4. Access to student course history (transcript information)
5. Computerized career search

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:

1. Counselor terminals
2. Student data base
3. Programming staff
4. Test scoring
5. Test results/storage
6. Test results/access
7. Student data on educational objectives
8. Computerized prerequisite checking
9. Admissions terminals

IX. The person implementing matriculation at Gavilan College is:

Dr. Gary L. Graham
Assistant Dean
(408) 847-1400

The contact person on our campus who can speak on the admissions/student data base portions of the matriculation issues is:

Cheri Bishop
Registrar
(408) 847-1400

MATRICULATION PROFILE

GLENDALE COMMUNITY COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a system for exempting students from testing.
4. We begin registering students 3 weeks prior to the beginning of school.

II. The Orientation Component.

1. We are experimenting with orientations on a limited basis.
2. We have orientations as part of the admissions/registration process.
3. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, math, and the need for referral for special assessment. This assessment is required not for admission to college, but admission to specific courses.

Optionally available is assessment for: writing, aptitude, study skills, and the need for referral for special services.

Also,
1. We have been testing many of our new day students but have not implemented mandatory testing of all new day students (minus exemptions).
2. We have been testing many of our new evening students but have not implemented mandatory testing of all new evening students (minus exemptions).

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual and small group session.

Credentialed counselors are used in our advisement process. Counselors work 35 hours/week. They will be assigned group sessions and individual counseling or advising appointments (could range from 20-30 minutes, depending upon load).

During the admissions/registration process, we advise all new students (in individual or group session).

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V. Follow-Up Component.

Students see a counselor who
1. are undecided about a major
2. have not declared a major
3. are on probation
4. are on disqualification
5. are in learning skills programs
6. are in fewer than a specific # of units

on a recommendation basis--and voluntary on the part of the students.

We use other follow-up practices as briefly explained below:
Letter: Letters are sent to all encouraging counselor contact.
Other: We have tried special probation guidance classes with no success. Counselors and administration have opposed mandatory student contacts for the above. Counselors have been asked to contact students by mail and phone and request they come in for help.

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

Our data is kept on paper. We have data all on tape--can't get it loaded.

We do not have a person on campus who is in charge of institutional research. (budgeted, never filled)

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement 1) orientation due to the lack of staff and facilities, 2) assessment due to the cost to the district, and 3) follow-up and research because there is no institutional research.

VIII. Computer Resources.

We have the following resources in place:
1. On-line registration
2. Computerized career search
3. Programming staff
4. Test scoring

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. Counselor terminals
3. Student data base
4. Access to current student rosters
5. Access to student course history (transcript information)
6. Test results/storage
7. Test results/access
8. Student data on educational objectives
9. Admissions terminals

IX. The person implementing matriculation at Glendale Community College is:
We are in the process of hiring a Dean of Student Services.

The contact person on our campus who can speak on matriculation issues is:
Dr. Harold B. Cochrane
Dean Emeritus
(818) 240-1000 ext. 291

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MATRICULATION PROFILE

GOLDEN WEST COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We begin registering students 2.5 weeks prior to the beginning of school.

II. The Orientation Component.

1. We are experimenting with orientations on a limited basis.
2. We have orientations as part of the counseling process.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading, writing, and math assessment for enrollment in English courses, NOT as an admissions policy. We also require assessment of the need for referral for special assessment.

Optionally available is assessment for: aptitude, the need for referral for special services, and transcript analysis.

Also,

1. We have begun testing many of our new day students but have not implemented mandatory testing of all new day students (minus exemptions).
2. We have begun testing many of our new evening students but have not implemented mandatory testing of all new evening students (minus exemptions).

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by a combination of individual and group session.

Credentialed counselors are used in our advisement process. Our counselors give academic, vocational and personal advisement pertaining to the student's educational environment and concerns.

During the admissions/registration process, we advise all students who request advice/counseling.

V. Follow-Up Component.

We require students to see a counselor who

1. are on disqualification (if they want reinstatement)
2. other. Students entering GWC under suspension from another college.

We use other follow-up practices as briefly explained below:
Letter: To all students eligible for probation or suspension.

VI. Institutional Research and Evaluation Component.

No information indicated.
We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement 1) mandatory assessment and advisement for all students due to insufficient staff, and 2) accurate tracking of student progress due to inadequate computer backup.

VIII. Computer Resources.

We have the following resources in place:
1. Access to current student rosters
2. Computerized career search
3. Test results/storage
4. Test results/access
5. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. Counselor terminals
3. On-line registration
4. Student data base
5. Access to student course history (transcript information)
6. Computerized career search
7. Programming staff
8. Test scoring
9. Student data on educational objectives
10. Computerized prerequisite checking

IX. The person implementing matriculation at Golden West College is:

No one assigned

The contact person on our campus who can speak on matriculation issues is:

We currently have no matriculation process.

MATRICULATION PROFILE

GROSSMONT COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We keep track of educational objectives other than major, such as career changes, job upgrades, hobbies, etc.
3. We have a system for exempting students from testing.
4. We have a computerized student record system that provides a longitudinal record of student performance and progress.
5. We begin registering students 1.5 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for most of our day students (not mandatory).
2. We have an orientation for most of our evening students(not mandatory).
3. We have orientations as part of the admissions/registration process.
4. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading, writing, and math assessment.

Optionally available is assessment for: the need for referral for special services, the need for referral for special assessment and transcript analysis.

Also,
1. We require assessment of skills levels for all new students except for a specific set of exemptions.
2. We require assessment of skills levels for all new day students except for a specific set of exemptions.
3. We require assessment of skills levels for all new evening students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual, small group, large group, and a combination of individual and group.

Credentialed counselors are used in our advisement process. They present an orientation program, distribute information on placement based on assessment scores, transfer, etc. and are available for individual questions.

We use faculty in our advisement process. They work at registration to answer questions regarding specific courses in their area, related majors, substitute courses, etc.

During the admissions/registration process, we advise all students who request advice/counseling.

V. Follow-Up Component.

We require students to see a counselor who
(none indicated)

We use other follow-up practices as briefly explained below:

Letter: Letters are sent to students on probation, disqualification, and in learning skills programs encouraging counseling and informing them of study skills seminars and courses.

Phone: Instructors are encouraged to phone students who miss class.

VI. Institutional Research and Evaluation Component.

Data is kept on

1. the steps in the matriculation process that a student has completed (for some groups of students)
2. the student's educational objectives (for some groups of students)
3. student test scores.

Our data is kept in computerized files.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement 1) Half-day testing, advisement, and registration--we need a better computer to get the information on-line quickly. 2) Individual counseling of all students--staff limitations. 3) Checking all transcripts--staff limitations.

VIII. Computer Resources.

We have the following resources in place:

1. District computer
2. Counselor terminals
3. On-line registration
4. Student data base
5. Access to current student rosters
6. Access to student course history (transcript information)
7. Computerized career search
8. Programming staff
9. Test scoring
10. Test results/storage
11. Test results/access
12. Student data on educational objectives
13. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:

1. District computer
2. On-line registration
3. Student data base
4. Access to current student rosters
5. Computerized career search
6. Programming staff
7. Test scoring
8. Test results/access
9. Student data on educational objectives
10. Computerized prerequisite checking - will be implemented for most courses in Fall 1985.

IX. The person implementing matriculation at Grossmont College is:

(not indicated)

The contact person on our campus who can speak on matriculation issues is: Linda Salter, Dean of Student Services, (714) 465-1700.

MATRICULATION PROFILE

HARTNELL COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system for exempting students from testing.
3. We have a computerized student record system that provides a longitudinal record of student performance and progress.
4. We begin registering students 10 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have an orientation for all new evening students other than those specifically exempted.
3. We have an orientation for most of our day students.
4. We have an orientation for most of our evening students.
5. We have orientations as part of the admissions/registration process.
6. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading, writing, and math assessment.

Optionally available is assessment for: aptitude, study skills, the need for referral for special services or special assessment and transcript analysis.

Also,
1. We require assessment of skills levels for all new students except for a specific set of exemptions.
2. We require assessment of skills levels for all new day students except for a specific set of exemptions.
3. We require assessment of skills levels for all new evening students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by small group session and a combination of individual and group session.

Credentialed counselors are used in our advisement process: in small groups after assessment; other counselors available in registration area. All students required to see a ccounselor for lot units.

During the admissions/registration process, we advise students enrolling in more than a minimum # of units.

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V. Follow-Up Component.

We require students to see a counselor who

1. are undecided about a major
2. have not declared a major
3. are on probation
4. are on disqualification

In addition, we follow up:
1. all day students as listed above
2. all evening students as listed above

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the steps in the matriculation process that a student has completed
2. the student's educational objectives
3. student test scores

Our data is kept on paper and in computerized files.

We have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement setting local standards.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. Counselor terminals
3. On-line registration
4. Student data base
5. Access to current student rosters
6. Access to student course history (transcript information)
7. Computerized career search
8. Programming staff
9. Test scoring
10. Test results/storage
11. Test results/access
12. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
(none indicated)

IX. The person implementing matriculation at Hartnell College is:

John Totten
Dean of Instruction
(408) 758-8211, ext.216

The contact person on our campus who can speak on matriculation issues is:
John Totten (above)

MATRICULATION PROFILE

IRVINE VALLEY COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. We have a system for exempting students from testing.
2. We begin registering students 12 days prior to the beginning of school.

II. The Orientation Component.

We are experimenting with orientations on a limited basis.

3III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading and writing assessment.

Optionally available is assessment for: math, aptitude, and the need for referral for special assessment.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual session.

Credentialed counselors are used in our advisement process. Walk-in advisement is available.

During the admissions/registration process, we advise all students who request advice/counseling.

V. Follow-Up Component.

Students are not required to see a counselor for follow up.

However, we do follow up on students listed by instructors as being in academic difficulty.

VI. Institutional Research and Evaluation Component.

Data is kept on: not indicated.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

None indicated

VIII. Computer Resources.

We have the following resources in place:

1. Access to current student rosters
2. Access to student course history (transcript information)
3. Computerized prerequisite checking
4. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:

1. District computer
2. Counselor terminals
3. On-line registration
4. Student data base
5. Computerized career search
6. Programming staff
7. Test scoring
8. Test results/storage
9. Test results/access
10. Student data on educational objectives

IX. The person implementing matriculation at Irvine Valley College is:

Dr. Dale Larsen
Dean of Instruction
(714) 559-3212

The contact person on our campus who can speak on matriculation issues is:

Janice Beal
Reading Instructor
(714) 559-3283

MATRICULATION PROFILE

LOS ANGELES TRADE TECHNICAL COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a system for exempting students from testing.
4. We have a computerized student record system that provides a longitudinal record of student performance and progress.
5. We begin registering students 9 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.

2. We have orientations as part of the admissions/registration process.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading and math assessment.

Optionally available are: assessment for aptitude and referral for special services.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during registration is a combination of individual and group sessions.

Credentialed counselors are used in the advisement process. Students visit counselors in Counseling Office by appointment. Faculty (Department Heads) are available to all students interested in the program.

During the Admissions/Registration process, we advise all new students.

V. Follow-Up Component.

The following students are required to see a counselor:
1. those who are on probation
2. those who are on disqualification, and
3. those who are in learning skills programs.

In addition, we follow up:
1. all day students as listed above, and
2. on students listed by instructors as being in academic difficulty.

VI. Institutional Research and Evaluation Component.

Data is kept on:
1. the student's educational objectives, and
2. student test scores.

Our data is kept in computerized files.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

None were indicated.

VIII. Computer Resources in place:

1. District computer
2. On-line registration
3. Access to current student rosters
4. Access to student course history
5. Computerized career search
6. Test scoring
7. Student data on educational objectives

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:

1. Counselor terminals
2. Test results/access
3. Computerized prerequisite checking

IX. Contact Persons

The person implementing matriculation at Los Angeles Trade Technical College is:

Thomas G. Lakien
Vice President: Academic Affairs
(213) 746-0800, x231

MATRICULATION PROFILE

LAKE TAHOE COMMUNITY COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system for exempting students from testing.
3. We begin registering students 2 weeks prior to the beginning of school.

II. The Orientation Component.

1. We do not conduct an orientation.
2. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading, writing, and math assessment for specific courses.

Optionally available is assessment for: aptitude, the need for referral for special assessment, and transcript analysis.

Also, we require assessment of skills levels for EOPS students only except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual session.

Credentialed counselors are used in our advisement process by individual appointment only.

We use paraprofessionals in our EOPS advisement process only. We will use peer counselors for pre-academic advising.

We use faculty in our advisement process. Occasionally, a faculty person is referred to the student if specific information only a faculty person could answer is requested.

During the admissions/registration process, we advise students enrolling in more than a minimum # of units and all EOPS students.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. other: EOPS students, students from Department of Rehabilitation, and financial aid students.

In addition, we follow up:
1. all day students as listed above
2. all evening students as listed above

We use other follow-up practices as briefly explained below:

Other: Mid-term progress report.

VI. Institutional Research and Evaluation Component.

Data will be kept on student test scores (math, English, reading).

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

Due to limited computer storage, it will be difficult to implement longitudinal data.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. Counselor terminals
3. Access to current student rosters
4. Access to student course history (transcript information)
5. Computerized career search
6. Test results/access
7. Computerized prerequisite checking
8. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. Student data base

IX. The person implementing matriculation at Lake Tahoe Community College is:

George Tichnor
Dean of the College
(916) 541-4660 x214

The contact person on our campus who can speak on matriculation issues is:

George Tichnor (above)

MATRICULATION PROFILE

LASSEN COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system for exempting students from testing.
3. We have a computerized student record system that provides a longitudinal record of student performance and progress.
4. We begin registering students (not indicated) weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have an orientation for all new day students other than those specifically exempted.
3. We have an orientation for most of our day students.
4. We have an orientation for most of our evening students.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading, writing, and math assessment.

Also,
1. We require assessment of skills levels for all new students except for a specific set of exemptions.
2. We require assessment of skills levels for all new day students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual session.

Credentialed counselors are used in our advisement process. Each student carrying more than 7 units must see a counselor prior to registration.

We use paraprofessionals (EOP&S Advisor) in our advisement process.

During the admissions/registration process, we advise students enrolling in more than a minimum (6) # of units.

V. Follow-Up Component.

We require students to see a counselor who

1. are on probation
2. are on disqualification
3. other: any taking more than 6 units.

We use other follow-up practices as briefly explained below:

Other: There is limited follow up of students in the following programs: EOP&S, Disabled, and Basic Skills.

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement without adequate computer assistance.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. On-line registration
3. Access to current student rosters
4. Test scoring
5. Test results/storage
6. Test results/access
7. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. Counselor terminals
2. Access to student course history (transcript information)
3. Computerized career search
4. Student data on educational objectives
5. Computerized prerequisite checking

IX. There is no one implementing matriculation at Lassen College at this time.

The contact persons on our campus who can speak on matriculation issues are:

Tina Bishop	Jim Goubert
Assessment	Counseling
(916) 257-6181	(916) 257-6181

MATRICULATION PROFILE

LONG BEACH CITY COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a system for exempting students from testing.
4. We have a mechanism for determining the degree of commitment a student has for an educational objective.
5. We have a computerized student record system that provides a longitudinal record of student performance and progress.
6. We begin registering students 1 week prior to the beginning of school (open registration). Mail in deadline = 4 weeks.

II. The Orientation Component.

We have an orientation for all new students other than those specifically exempted.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing, math, study skills, the need for referral for special services, and the need for referral for special assessment.

Optionally available is assessment for: aptitude and transcript analysis.

Also,
1. We have begun testing many of our new day students but have not implemented mandatory testing of all new day students (minus exemptions).
2. We have begun testing many of our new evening students but have not implemented mandatory testing of all new evening students (minus exemptions).

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual session. Assessment is by large group session.

Credentialed counselors are used in our advisement process. They are located at registration and in the Counseling Center during registration.

We use paraprofessionals in our advisement process. They assist counselors during assessment/educational plan sessions.

We need to get back to more assigned advisors (faculty).

During the admissions/registration process, we advise all students who request advice/counseling and students enrolling in more than a minimum # of units.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. are on disqualification

We are still in the "pilot" stage of assessment/matriculation and research. We hope to be able to have a follow-up/research model in place for Spring '86.

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the steps in the matriculation process that a student has completed
2. the student's educational objectives
3. student test scores

Our data is kept on paper.

We have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to fully implement matriculation. The primary reasons for this are the cost factor and completion of a research model for follow-up studies and establishing norms, cut-off scores, predictability grids and teacher acceptance.

VIII. Computer Resources.

We have the following resources in place:
1. Counselor terminals
2. On-line registration
3. Programming staff
4. Test scoring
5. Test results/storage
6. Test results/access
7. Student data on educational objectives
8. Computerized prerequisite checking
9. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. Counselor terminals
3. Student data base
4. Access to student course history (transcript information)
5. Computerized career search
6. Programming staff
7. Test scoring
8. Test results/storage
9. Test results/access
10. Student data on educational objectives
11. Computerized prerequisite checking

IX. The person implementing matriculation at Long Beach City College and able to speak about matriculation issues is:

Tom Lyon, Dean
Counseling and Student Support Services
(213) 420-4143

MATRICULATION PROFILE

LOS ANGELES HARBOR COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We keep track of educational objectives other than major, such as career changes, job upgrades, hobbies, etc.
3. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
4. We have a system for exempting students from testing.
5. We have a mechanism for determining the degree of commitment a student has for an educational objective.
6. We have a computerized student record system that provides a longitudinal record of student performance and progress.
7. We begin registering students 2 weeks prior to the beginning of school. (New students can register at any time after they have gone through new student orientation.)

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have an orientation for all new day students other than those specifically exempted.
3. We have an orientation for all new evening students other than those specifically exempted.
4. We have orientations as part of the admissions/registration process.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading and writing assessment.

Optionally available is assessment for: writing (determined by English faculty), aptitude, study skills, the need for referral for special services, the need for referral for special assessment, and transcript analysis.

Also,
1. We require assessment of skills levels for all new students except for a specific set of exemptions.
2. We require assessment of skills levels for all new day students except for a specific set of exemptions.
3. We require assessment of skills levels for all new evening students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual and small group session.

Credentialed counselors are used in our advisement process: individual drop-in, appointments and small groups for probation.

The use of paraprofessionals is one of our most pressing needs.

We use faculty in our advisement process. We have two instructors who are part of counseling staff and function as advisors. We do not use faculty in any other way.

During the admissions/registration process, we advise all students who request advice/counseling and all new students on a group basis as part of orientation.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. other: score below 10 on the reading test.

We use other follow-up practices as briefly explained below:
Letter: for undecided majors, those who intend to transfer and those who need help with writing, reading, math.
Phone: when we have outside funds, we call select students, i.e., minority students who are prospective transfers.

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.
Our data is kept in computerized files.
We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement student follow-up, research and evaluation.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. Counselor terminals
3. On-line registration
4. Student data base
5. Access to current student rosters
6. Access to student course history (transcript information)
7. Computerized career search
8. Test scoring
9. Test results/storage
10. Test results/access
11. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. Student data base
3. Access to current student rosters
4. Programming staff
5. Test results/access

IX. The person implementing matriculation at Los Angeles Harbor College and able to speak on matriculation issues is:

Del M. Anderson
Dean of Students
(213) 518-1000

MATRICULATION PROFILE

LOS ANGELES PIERCE COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a system for exempting students from testing.
4. We have a mechanism for determining the degree of commitment a student has for an educational objective.
5. We have a computerized student record system that provides a longitudinal record of student performance and progress.
6. We begin registering students 3 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have an orientation for most of our day students.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading, writing, and math assessment.

Optionally available is assessment for: the need for referral for special services, and the need for referral for special assessment.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by a combination of individual and group session.

Credentialed counselors are used in our advisement process: they conduct the Advisement Session and are available for drop-in during registration.

We use paraprofessionals as proctors in our advisement process.

During the admissions/registration process, we advise students enrolling in 6 or more units.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. are on disqualification

We use other follow-up practices as briefly explained below:
Letter and personal contact with sample groups--first semester probation and undecided majors.

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

Our data is kept in computerized files.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

Lack of personnel will make it difficult to add functions. Follow-up student research--budget cut researchers.

VIII. Computer Resources.

We have the following resources in place:

1. On-line registration
2. Student data base
3. Access to current student rosters
4. Access to student course history (transcript information)
5. Computerized career search
6. Test scoring
7. Test results/storage
8. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:

1. District computer
2. Counselor terminals
3. Student data base
4. Programming staff
5. Test results/access

IX. The person implementing matriculation at Los Angeles Pierce College is:

Jean Loucks
Vice President, Academic Affairs
(818) 347-5017

The contact person on our campus who can speak on matriculation issues is:

Rudy Dompe
Chairman, Counseling Department
(818) 347-4025

MATRICULATION PROFILE

MENDOCINO COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a mechanism for determining the degree of commitment a student has for an educational objective.
3. We begin registering students 3 weeks prior to the beginning of school.

II. The Orientation Component.

We are experimenting with orientations on a limited basis.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for transcript analysis.

Optionally available is assessment for: reading, writing, math, aptitude, and the need for referral for special services.

Also,

1. We have begun testing many of our new day students but have not implemented mandatory testing of all new day students (minus exemptions).
2. We have begun testing many of our new evening students but have not implemented mandatory testing of all new evening students (minus exemptions).

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual, small group, and a combination of individual and group session.

Credentialed counselors are used in our advisement process (as mentioned above).

We use paraprofessionals (EOPS Advisors) in our advisement process.

During the admissions/registration process, we advise all students who request advice/counseling and all students enrolling in more than a minimum # of units.

V. Follow-Up Component.

We require students to see a counselor who
1. are on disqualification
2. other: are in more than 6+ units.

In addition, we follow up on students who miss class.

We use other follow-up practices as briefly explained below:
Letter: EOPS
Phone: By counselors/EOPS

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

Our data is kept on paper.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement follow up and testing.

The primary reasons for this are lack of personnel and funds.

VIII. Computer Resources.

We have the following resources in place:
1. On-line registration
2. Access to current student rosters
3. Access to student course history (transcript information)
4. Computerized career search

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. Counselor terminals
3. Student data base
4. Programming staff
5. Test scoring
6. Test results/storage
7. Test results/access
8. Student data on educational objectives
9. Computerized prerequisite checking
10. Admissions terminals

IX. There is no one implementing matriculation at Mendocino College at this time.

The contact person on our campus who can speak on matriculation issues is:

Dan Chacon
Associate Dean of Students
(707) 468-3100

MATRICULATION PROFILE

MERCED COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We keep track of educational objectives other than major, such as career changes, job upgrades, hobbies, etc.
3. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
4. We begin registering students 5 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for most of our day students.
2. We have orientations as part of the admissions/registration process.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing, math, the need for referral for special assessment, and transcript analysis.

Optionally available is assessment for: aptitude, study skills, and the need for referral for special services.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual session.

Credentialed counselors are used in our advisement process. We have about one-half of our advisement done by credentialed counselors.

We use faculty in our advisement process. One-half of our advisement is done by certificated faculty that advises majors from their respective areas.

During the admissions/registration process, we advise all new students and all students enrolling in 12 units or more, or who are taking a math or English class. All students are to have a study plan made out by an advisor.

V. Follow-Up Component.

We require students to see a counselor who

1. are on probation
2. are on disqualification
3. other: study plan for all new students

In addition, we follow up on students listed by instructors as being in academic difficulty

We use other follow-up practices as briefly explained below:
Phone: Each instructor has phone # on roll sheets of each student.

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement the necessary computerization. The primary reason for this is financial.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. Computerized career search
3. Test scoring
4. Test results/storage

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. Student data base
2. Access to current student rosters
3. Test results/access
4. Admissions terminals

IX. The person implementing matriculation at Merced College is:

Loren Irwin
Vice President, Student Services
(209) 384-6185

The contact person on our campus who can speak on matriculation issues is:

Loren Irwin (above)

MATRICULATION PROFILE

MERRITT COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a system for exempting students from testing.
4. We have a mechanism for determining the degree of commitment a student has for an educational objective.
5. We have a computerized student record system that provides a longitudinal record of student performance and progress.
6. We begin registering students 4 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have an orientation for all new day students other than those specifically exempted.
3. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading, writing, and math assessment.

Optionally available is assessment for: aptitude, the need for referral for special services, and the need for referral for special assessment.

Also,
1. We require assessment of skills levels for all new students except for a specific set of exemptions.
2. We require assessment of skills levels for all new day students except for a specific set of exemptions.
3. We require assessment of skills levels for all new evening students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by large group session.

Credentialed counselors are used in our advisement process. They sign academic programs, provide general orientation, and interpret test scores.

We use paraprofessionals in our advisement process to assist the professional counselor as needed.

During the admissions/registration process, we advise all new students, all new day students, all new evening students, and all students who request advice/counseling.

V. Follow-Up Component.

We require students to see a counselor who

1. are on probation
2. are on disqualification
3. other: are taking courses that require a prerequisite or taking 6 or more units, or an English or math class.

In addition, we follow up on students listed by instructors as being in academic difficulty.

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the steps in the matriculation process that a student has completed
2. student test scores

Our data is kept in computerized files.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to provide adequate counseling for students who enroll late.

VIII. Computer Resources.

We have the following resources in place:
Counselor terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
Computerized prerequisite checking

IX. The person implementing matriculation at Merritt College is:

George Herring
Dean, Administration and Student Services
(415) 436-2477

The contact person on our campus who can speak on matriculation issues is:

George Herring (above)

MATRICULATION PROFILE

MIRACOSTA COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a system for exempting students from testing.
4. We have a mechanism for determining the degree of commitment a student has for an educational objective.
5. We have a computerized student record system that provides a longitudinal record of student performance and progress.
6. We begin registering students 7 weeks prior to the beginning of school.

II. The Orientation Component consists of an orientation for all new students other than those specifically exempted.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading, writing, and math assessment.

Optionally available are: assessment for aptitude and study skills, referral for special services, referral for special assessment, and transcript analysis.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during registration is a combination of individual and group sessions.

Credentialed counselors are used in the advisement process to follow small group advisement in two groups: transfer and vocational. Paraprofessionals are used in the small group sessions.

During the Admissions/Registration process, we advise all students who request advice/counseling.

V. Follow-Up Component.

The following students are required to see a counselor:
1. those who are on disqualification, and
2. those who are not excluded from matriculation.

In addition, we follow up on students listed by instructors as being in academic difficulty.

VI. Institutional Research and Evaluation Component.

Data is kept on:

1. the steps in the matriculation process that a student has completed.
2. student test scores.

Our data is kept on paper.

We do have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement: Testing

The primary reason for this difficulty is that it requires the greatest expense.

VIII. Computer Resources in place:

1. District computer
2. Counselor terminals
3. On-line registration
4. Access to current student rosters
5. Access to student course history
6. Computerized career search
7. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:

1. Student data base (in process now)
2. Programming staff
3. Test scoring
4. Test results/storage
5. Test results/access
6. Student data on educational objectives
7. Computerized prerequisite checking

IX. Contact Persons

The person implementing matriculation at Miracosta is:

Dr. William Foran
Vice President: Student Services
(619) 757-2121, x295

The contact person who can speak on matriculation testing issues is:

Joan Gipson-Fredin
Testing Services Manager
(619) 757-2121

MATRICULATION PROFILE

MISSION COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We begin registering students 14 weeks prior to the beginning of school.

II. The Orientation Component.

1. We are experimenting with orientations on a limited basis.
2. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

Optionally available is assessment for: reading, writing, math, aptitude, study skills, the need for referral for special services, the need for referral for special assessment, and transcript analysis.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by a combination of individual and group session.

Credentialed counselors are used in our advisement process. They provide group orientations and drop-in services.

During the admissions/registration process, we advise all students who request advice/counseling.

V. Follow-Up Component.

Not indicated

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

Not indicated

VIII. Computer Resources.

We have the following resources in place:
On-line registration

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:

1. Counselor terminals
2. Test scoring
3. Test results/storage
4. Computerized prerequisite checking
5. Admissions terminals

IX. The person implementing matriculation at Mission College is:

Not indicated

The contact person on our campus who can speak on matriculation issues is:

Not indicated

MATRICULATION PROFILE

MODESTO JUNIOR COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We begin registering students 12 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have an orientation for all new day students other than those specifically exempted.
3. We have an orientation for all new evening students other than those specifically exempted.
4. We have an orientation for most of our day students.
5. We have an orientation for most of our evening students.
6. We have orientations as part of the admissions/registration process.
7. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading, writing, and math assessment.

Optionally available is assessment for: aptitude, study skills, the need for referral for special services, the need for referral for special assessment, and transcript analysis.

Also,
1. We require assessment of skills levels for all new students except for a specific set of exemptions.
2. We require assessment of skills levels for all new day students except for a specific set of exemptions.
3. We require assessment of skills levels for all new evening students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual, small group, and a combination of individual and group sessions.

Credentialed counselors are used in our advisement process. Counselors work with the undecided and undeclared students.

We use paraprofessionals in our advisement process. A classified management staff is responsible for setting up orientation sessions. Students help with leading groups of students to appropriate area for advising.

We use faculty in our advisement process. Faculty do advising of students with declared majors. They usually advise students in their major discipline.

During the admissions/registration process, we advise all new students, all new day student, all new evening students, and all students who request advice/counseling.

V. Follow-Up Component.

We require students to see a counselor who
1. are undecided about a major
2. have not declared a major
3. are on probation
4. are on disqualification
5. other: are enrolled in a guidance class

In addition, we follow up on students listed by instructors as being in academic difficulty.

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.
Our data is kept on paper.
We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement institutional research and tracking student objectives.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. Counselor terminals
3. On-line registration
4. Student data base
5. Access to current student rosters
6. Access to student course history (transcript information)
7. Computerized career search
8. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. Counselor terminals
2. Student data base
3. Programming staff
4. Test scoring
5. Test results/storage
6. Test results/access
7. Student data on educational objectives
8. Computerized prerequisite checking

IX. The person implementing matriculation at Modesto Junior College is:
Ugo Lea
Dean of Student Services
(209) 575-6060
The contact person on our campus who can speak on matriculation issues is: Not indicated

MATRICULATION PROFILE

MONTEREY PENINSULA COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have an optional system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We begin registering students 15 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have orientations as part of the admissions/registration process for identified groups of students.
2. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading and writing assessment.

Optionally available is assessment for: math, aptitude, study skills, the need for referral for special services, the need for referral for special assessment, and transcript analysis.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual group session.

Credentialed counselors are used in our advisement process. Counselors are available on a year-round basis to work with students individually and in small groups.

We use faculty in our advisement process. For some students, advisement takes place in the specific division (i.e., Mathematics) with an identified department instructor.

During the admissions/registration process, we advise all students who request advice/counseling and all new students enrolling in 6 or more units.

V. Follow-Up Component.

We require students to see a counselor who are on disqualification (if seeking readmittance).

In addition, we follow up:
1. all day students as listed above
2. all evening students as listed above
3. on students who miss class

We use other follow-up practices as briefly explained below:
Letter: for those on academic probation or disqualification.

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the student's educational objectives (for degrees and certificates only)
2. student test scores (for English only)

Our data is kept on paper.
We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement admissions, assessment, research and follow-up components because of budget, equipment, and staffing limitations.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. On-line registration
3. Student data base
4. Access to current student rosters
5. Access to student course history (transcript information)
6. Test scoring
7. Test results/storage
8. Test results/access
9. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. On-line registration
3. Student data base
4. Access to current student rosters
5. Access to student course history (transcript information)
6. Computerized career search
7. Programming staff
8. Test scoring
9. Test results/storage
10. Test results/access
11. Student data on educational objectives
12. Computerized prerequisite checking
13. Admissions terminals
14. Other: Need to develop computerized checking for repeated courses; need graduation computer check; need computerized transcript evaluation; need centralized student data base.

IX. The person implementing matriculation at Monterey Peninsula College is:

Dr. Jack Bessire
Dean of Student Personnel
(408) 646-4033

The contact persons on our campus who can speak on matriculation issues are:

Martha Kanter
Director, Supportive Services
(408) 646-4070

Dr. Jack Bessire
(above)

MATRICULATION PROFILE

MT. SAN ANTONIO COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We keep track of educational objectives other than major, such as career changes, job upgrades, hobbies, etc.
3. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
4. We have a system for exempting students from testing.
5. We have a mechanism for determining the degree of commitment a student has for an educational objective.
6. We have a computerized student record system that provides a longitudinal record of student performance and progress.
7. We begin registering students 3 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for most of our day students.
2. We have an orientation for most of our evening students.
3. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

Optionally available is assessment for: reading, writing, math, aptitude, study skills, the need for referral for special services, the need for referral for special assessment, and transcript analysis (required for enrollment in courses with prerequisites).

Requirements are tied to courses with established prerequisites. Most courses have prerequisites.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual, small group, and large group sessions.

Credentialed counselors are used in our advisement process. The major emphasis is on choosing a career/major.

We use paraprofessionals in our advisement process. The major emphasis is in determining specific course requirements for stated objective.

We use faculty in our advisement process. Presently, advisement emphasizes explanation of curriculum.

During the admissions/registration process, we advise all students who request advice/counseling. Assessment requirements and prerequisites result in course placement prerequisite information.

V. Follow-Up Component.

We require students to see a counselor who are on disqualification. Every effort is made to get new students who have degree goals to a counselor; however, they may register in classes they are eligible for without seeing a counselor.
In addition, we follow up on students listed by instructors as being in academic difficulty.
We use other follow-up practices as briefly explained below:
Letters
Phone - as initiated by faculty and counselors.

VI. Institutional Research and Evaluation Component.

Data is kept on

1. the steps in the matriculation process that a student has completed (in development stage)
2. the student's educational objectives
3. student test scores

Our data is kept in computerized files.
We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

Requirements of applicants will be perceived as an obstacle and may limit enrollment. Tracking of students may be too time consuming because of the large numbers of students who withdraw and who are enrolling for purposes which should not require matriculation.

VIII. Computer Resources.

We have the following resources in place:

1. District computer
2. Counselor terminals
3. On-line registration
4. Access to current student rosters
5. Access to student course history (transcript information)
6. Computerized career search
7. Test scoring
8. Test results/storage
9. Test results/access
10. Student data on educational objectives
11. Admissions terminals
12. Other: Transfer Center. Computer access to articulation information in place.

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:

1. Student data base
2. Programming staff
3. Computerized prerequisite checking

IX. The person implementing matriculation and able to speak on matriculation issues at Mt. San Antonio College is:
Dr. Bruce L. Paulson
Dean, Student Services
(714) 594-5611, ext.505

MATRICULATION PROFILE

MT. SAN JACINTO COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system for exempting students from testing.
3. We begin registering students 1 week prior to the beginning of school.

II. The Orientation Component.

We have an orientation for all new students other than those specifically exempted.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing, math, and the need for referral for special assessment.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual and large group sessions: Large group orientations are given to all new students; those who need additional assistance may make individual counseling appointments.

Credentialed counselors are used in our advisement process. We bring staff back in early August for group orientations and individual appointments. Also, we have counselors advise during registration.

We use paraprofessionals in our advisement process as assistants during group orientations (e.g., test administrators) and during registration to assist students in the registration process.

We use faculty in our advisement process. Faculty by contract work several days during registration as advisors, answering questions and giving course approvals.

During the admissions/registration process, we advise all students who request advice/counseling.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. are on disqualification

In addition, we follow up:

1. all day students as listed above
2. all evening students as listed above
3. on students listed by instructors as being in academic difficulty

We use other follow-up practices as briefly explained below:
Letter: Better known as "academic warnings", as initiated by the instructor.

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have admissions process, orientation and assessment process, but we don't continue with the follow up, referrals and institutional research and evaluation. We have insufficient personnel to perform these carry-on functions.

VIII. Computer Resources.

We have the following resources in place:

1. On-line registration
2. Access to current student rosters
3. Access to student course history (transcript information)
4. Computerized career search
5. Test scoring
6. Test results/storage
7. Test results/access
8. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:

1. District computer
2. Counselor terminals
3. Student data base
4. Access to student course history (transcript information)
5. Programming staff
6. Test results/access
7. Student data on educational objectives
8. Computerized prerequisite checking

IX. The person implementing matriculation at Mt. San Jacinto College and able to speak on matriculation issues is:

Leland Faulmann
Dean, Student Services
(714) 654-8011

MATRICULATION PROFILE

NAPA VALLEY COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a system for exempting students from testing.
4. We have a computerized student record system that provides a longitudinal record of student performance and progress.
5. We begin registering students 3 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have an orientation for all new day students other than those specifically exempted.
3. We have an orientation for all new evening students other than those specifically exempted.
4. We have orientations as part of the admissions/registration process.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing, math, and the need for referral for special assessment.

Optionally available is assessment for: aptitude, study skills, the need for referral for special services, and transcript analysis.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by a combination of individual and group session. We also provide walk-in service.

Credentialed counselors are used in our advisement process. Counselors run our SOAAR sessions and provide orientation to NVC, interpretation of assessment, and academic advising.

We use paraprofessionals in our advisement process. They assist counselors during SOAAR sessions and provide academic advising.

We use faculty in our advisement process. We plan to implement a program in Fall '85 to have faculty advise transfer students in major only.

During the admissions/registration process, we advise all new students and all students who request advice/counseling. 107.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. are on disqualification
3. other: require assistance in educational planning or plan to change majors.

In addition, we follow up:
1. on students listed by instructors as being in academic difficulty
2. on students who miss class

We use other follow-up practices as briefly explained below:

Letter:	To new students needing help in planning second year of school.
Phone:	Pilot of 250 students who will receive regular assistance each term in educational planning.
Other:	Institute system to monitor student progress toward goal listed in educational planning document.

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the student's educational objectives
2. student test scores

Our data is kept on paper.
We have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

A program titled SOAAR has been in operation since Fall of 1983. The most difficult part is the follow up during the term due to a lack of staff time.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. On-line registration
3. Student data base
4. Access to current student rosters
5. Access to student course history (transcript information)
6. Programming staff
7. Test scoring
8. Test results/storage
9. Test results/access
10. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. Counselor terminals
2. Test results/access
3. Student data on educational objectives
4. Computerized prerequisite checking
5. Other: Presently, staff are developing a means to use the computer to identify articulated courses and plan to have GE and UC Breadth in future.

IX. The person implementing matriculation at Napa Valley College and able to speak on matriculation issues is:

Dr. Ed Shenk,
Asst. Dean of Instruction, Student Services
(707) 253-3109

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MATRICULATION PROFILE

OHLONE COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
2. We have a system for exempting students from testing.
3. We have a computerized student record system that provides a longitudinal record of student performance and progress.
4. We begin registering students 2 weeks prior to the beginning of school.

II. The Orientation Component.

We have an orientation for all new day students other than those specifically exempted.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing, math, the need for referral for special services, the need for referral for special assessment, and transcript analysis.

Optionally available is assessment for: study skills.

Also,
1. We require assessment of skills levels for all new students except for a specific set of exemptions.
2. We require assessment of skills levels for all new day students except for a specific set of exemptions.
3. We have begun testing many of our new evening students but have not implemented mandatory testing of all new evening students (minus exemptions).

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by small group sessions.

Credentialed counselors are used in our advisement process to conduct small group orientations and program students.

During the admissions/registration process, we advise all new day students.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. are on disqualification

In addition, we follow up on students listed by instructors as being in academic difficulty.

We use other follow-up practices as briefly explained below:
Letters

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

Our data is kept on paper.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement follow up and evaluation.

The primary reason for this is due to a lack of resources: dollars, personnel.

VIII. Computer Resources.

We have the following resources in place:

1. On-line registration
2. Access to current student rosters
3. Access to student course history (transcript information)
4. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:

1. District computer
2. Counselor terminals
3. Student data base
4. Computerized career search
5. Programming staff
6. Test scoring
7. Test results/storage
8. Test results/access
9. Student data on educational objectives
10. Computerized prerequisite checking

IX. The person implementing matriculation at Ohlone College is:
(not indicated)

The contact person on our campus who can speak on matriculation issues is:

Neil McCallum
Dean of Instruction
(415) 659-6110

MATRICULATION PROFILE

ORANGE COAST COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a computerized student record system that provides a longitudinal record of student performance and progress.
4. We begin registering students 4 weeks prior to the beginning of school.

II. The Orientation Component.

We have an orientation for some of our day students.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for math and the need for referral for special assessment.

Optionally available is assessment for: reading and writing.

Also,
1. We have begun testing many of our new day students but have not implemented mandatory testing of all new day students (minus exemptions).
2. We have begun testing many of our new evening students but have not implemented mandatory testing of all new evening students (minus exemptions).

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by a combination of individual and group session.

Credentialed counselors are used in our advisement process. They advise students on an individual and small group basis.

During the admissions/registration process, advisement is optional; therefore, some students choose not to see a counselor.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. are on disqualification

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement a totally coordinated matriculation plan.

VIII. Computer Resources.

We have the following resources in place:
1. Student data on educational objectives.

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. Counselor terminals
3. On-line registration
4. Student data base
5. Access to current student rosters
6. Access to student course history (transcript information)
7. Computerized career search
8. Programming staff
9. Test scoring
10. Test results/storage
11. Test results/access
12. Computerized prerequisite checking
13. Admissions terminals

IX. The person implementing matriculation at Orange Coast College is:

Don Low
Acting Associate Dean of Counseling
(714) 432-5764

The contact person on our campus who can speak on matriculation issues is:
Don Low (above)

MATRICULATION PROFILE

PALO VERDE COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a system for exempting students from testing.
4. We have a computerized student record system that provides a longitudinal record of student performance and progress.
5. We begin registering students 10 weeks prior to the beginning of school.

II. The Orientation Component.

1. We are experimenting with orientations on a limited basis (EOPS & Financial Aid).
2. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading, writing, and math assessment.

Optionally available is assessment for: the need for referral for special services, the need for referral for special assessment, and transcript analysis.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual session.

Credentialed counselors are used in our advisement process. They assist students in selecting courses commensurate with the student's assessment and goals--all new students and undeclared returning students.

We use paraprofessionals in our advisement process to give appropriate information.

We use faculty in our advisement process. They advise returning students with declared majors.

During the admissions/registration process, we advise all new students.

V. Follow-Up Component.

We require students to see a counselor who
1. are undecided about a major
2. have not declared a major
3. are on probation
4. are on disqualification
5. are in learning skills programs

In addition, we follow up:
1. on students listed by instructors as being in academic difficulty
2. on students who miss class

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the student's educational objectives
2. student test scores

Our data is kept on paper.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement: Uncertain at this time--perhaps VI, the research and evaluation component, in that we need to improve our data storage and retrieval.

VIII. Computer Resources.

We have the following resources in place:
1. Access to current student rosters
2. Computerized career search
3. Test scoring
4. Test results/access
5. Student data on educational objectives

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. Counselor terminals
3. Student data base
4. Access to student course history (transcript information)
5. Test results/storage
6. Computerized prerequisite checking
7. Admissions terminals

IX. The person implementing matriculation at Palo Verde College is:

Dr. Carol Debroekert
Dean of the College
(619) 922-6168

The contact person on our campus who can speak on matriculation issues is:
Dr. Carol Debroekert (above)

MATRICULATION PROFILE

PALOMAR COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system for exempting students from testing (advanced placement only).
3. We have a computerized student record system that provides a longitudinal record of student performance and progress (current schedule and preceding semester only).
4. We begin registering students 2 weeks prior to the beginning of school.

II. The Orientation Component.

We have orientations as part of the admissions/registration process. Orientations are voluntary.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for writing (mandatory placement), math (recommended placement) and the need for referral for special assessment.

Optionally available is assessment for: reading, aptitude, the need for referral for special services, and transcript analysis.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual and large group session. We have counselors and faculty in the registration arena.

Credentialed counselors are used in our advisement process. We have orientation prior to registration, workshops during the school year, individual counseling on appointment and walk-in basis.

We use paraprofessionals in our advisement process. We have Guidance Technicians that assist students in the advising process.

We use faculty in our advisement process. Faculty is used in the registration arena to advise students. All other faculty advisement is informal.

During the admissions/registration process, we advise all students who request advice/counseling and all students enrolling in more than a minimum number of units.

V. Follow-Up Component.

We require students to see a counselor who are on disqualification. Those on probation are sent a letter recommending they see a counselor.

VI. Institutional Research and Evaluation Component.

(No information on data kept was given)

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement the tracking of matriculation steps and educational objectives. The primary reason for this is due to our current data base.

We are also finding it difficult to convince the faculty that matriculation will be a benefit to students versus being a roadblock and deterrent.

VIII. Computer Resources.

We have the following resources in place:

1. Counselor terminals
2. On-line registration
3. Access to current student rosters
4. Access to student course history (transcript information)
5. Computerized career search
6. Test results/storage
7. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:

1. District computer
2. Student data base
3. Programming staff
4. Test scoring
5. Test results/access
6. Student data on educational objectives
7. Computerized prerequisite checking

IX. The person implementing matriculation at Palomar College is:

(unassigned at this time)

The contact person on our campus who can speak on matriculation issues is:

Dr. David A. Chappie
Dean of Student Services
(619) 744-1150 x2177

MATRICULATION PROFILE

PORTERVILLE COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a system for exempting students from testing.
4. We have a mechanism for determining the degree of commitment a student has for an educational objective.
5. We have a computerized student record system that provides a longitudinal record of student performance and progress.
6. We begin registering students 8 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have orientations as part of the admissions/registration process.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing, math, the need for referral for special services, and transcript analysis.

Optionally available is assessment for: aptitude and the need for referral for special assessment.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual session.

Credentialed counselors are used in our advisement process and assist during registration.

We use faculty in our advisement process for academic advisement.

During the admissions/registration process, we advise students enrolling in more than a minimum number of units.

V. Follow-Up Component.

We do not require students to see a counselor.

In addition, we follow up on students listed by instructors as being in academic difficulty.

We use other follow-up practices as briefly explained below:
Phone: Dean of Students Staff
Other: Learning Center Staff - personal

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

Our data is kept on paper.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement institutional research.

The primary reason for this is due to a lack of staff, equipment, and money.

VIII. Computer Resources.

We have the following resources in place:

1. On-line registration
2. Access to current student rosters
3. Access to student course history (transcript information)
4. Computerized career search
5. Test scoring
6. Test results/storage
7. Test results/access
8. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:

1. District computer
2. Counselor terminals
3. Student data base
4. Programming staff
5. Student data on educational objectives
6. Computerized prerequisite checking

IX. The person implementing matriculation at Porterville College is:

Charles Guerrero
Dean of Students
(209) 781-3130 x221

The contact person on our campus who can speak on matriculation issues is:

Charles Guerrero (above)

MATRICULATION PROFILE

COLLEGE OF THE REDWOODS

Fall 1985

I. The Admissions Component has the following aspects in place:

1. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
2. We begin registering students 3 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have orientations as part of the admissions/registration process.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading, writing and math assessment.

Optionally available is assessment for: aptitude, the need for special services, the need for special assessment, and transcript analysis.

Also,
1. We require assessment of skills levels for all new students except for a specific set of exemptions.
2. We require assessment of skills levels for all new day students except for a specific set of exemptions.
3. We require assessment of skills levels for all new evening students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual session.

Credentialed counselors are used in our advisement process.

We use faculty in our advisement process.

During the admissions/registration process, we advise students enrolling in more than a minimum number of units.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. are on disqualification

VI. Institutional Research and Evaluation Component.

Data is kept on
(no information given)

We have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

(not indicated)

VIII. Computer Resources.

We have the following resources in place:
1. On-line registration
2. Access to current student rosters
3. Access to student course history (transcript information)
4. Computerized career search
5. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. Counselor terminals
3. Student data base

IX. The person implementing matriculation at College of the Redwoods is:

Jerry Phillips
Director, Transfer Center
(707) 443-8411 x540

The contact person on our campus who can speak on matriculation issues is:

Jerry Phillips (above)

MATRICULATION PROFILE

SACRAMENTO CITY COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We keep track of educational objectives other than major, such as career changes, job upgrades, hobbies, etc.
3. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
4. We have a system for exempting students from testing.
5. We have a mechanism for determining the degree of commitment a student has for an educational objective.
6. We have a computerized student record system that provides a longitudinal record of student performance and progress.
7. We begin registering students 7 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have an orientation for all new day students other than those specifically exempted.
3. We have an orientation for most of our evening students.
4. We have orientations as part of the admissions/registration process.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing, study skills, the need for referral for special services, the need for referral for special assessment, and transcript analysis.

Optionally available is assessment for: math and aptitude.

Also,

1. We require assessment of skills levels for all new students except for a specific set of exemptions.
2. We require assessment of skills levels for all new day students except for a specific set of exemptions.
3. We have begun testing many of our new evening students but have not implemented mandatory testing of all new evening students (minus exemptions).

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by a combination of individual and group session.

Credentialed counselors are used in our advisement process (advisory).

We use paraprofessionals in our advisement process. They conduct sessions.

We use faculty in our advisement process (not organized, but used).

During the admissions/registration process, we advise all new students and all students who request advice/counseling.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. are on disqualification

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the steps in the matriculation process that a student has completed
2. student test scores.

Our data is kept in computerized files.

We have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement the tracking of the educational progress due to the drop factors.

VIII. Computer Resources.

We have the following resources in place:
1. Student data base
2. Access to current student rosters
3. Test scoring
4. Test results/storage
5. Test results/access
6. Student data on educational objectives
7. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. Counselor terminals
3. Access to student course history (transcript information)
4. Computerized career search
5. Programming staff
6. Computerized prerequisite checking

IX. The person implementing matriculation at Sacramento City College is:
(not indicated)

The contact person on our campus who can speak on matriculation issues is:
(not indicated)

MATRICULATION PROFILE

SADDLEBACK COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a computerized student record system that provides a longitudinal record of student performance and progress.
4. We begin registering students 3 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for most of our day students.
2. We have an orientation for most of our evening students.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require writing assessment.

Optionally available is assessment for: reading, math, aptitude, study skills, the need for referral for special services, the need for referral for special asssessment, and transcript analysis.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual, small group, large group, and a combination of individual and group session.

Credentialed counselors are used in our advisement process. They provide advisement services.

During the admissions/registration process, we advise all students who request advice/counseling.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. are on disqualification

In addition, we follow up on students who miss class.

We use other follow-up practices as briefly explained below:
Phone contacts made by some instructors.

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the student's educational objectives
2. student test scores

Our data is kept on paper.

We have a person on campus who is in charge of institutional research (first year--reassigned time).

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement the testing process and follow up.

VIII. Computer Resources.

We have the following resources in place:
1. On-line registration
2. Student data base
3. Access to current student rosters
4. Access to student course history (transcript information)
5. Computerized career search
6. Programming staff
7. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. Counselor terminals
3. Student data base
4. Computerized career search
5. Programming staff
6. Test scoring
7. Test results/storage
8. Test results/access
9. Student data on educational objectives
10. Computerized prerequisite checking
11. Other: District and college personnel to work in matriculation area.

IX. The person implementing matriculation at Saddleback is:

Paula Jacobs
Assessment/Placement Facilitator
(714) 582-4681

The contact person at our district who can speak on matriculation issues is:

Paula Jacobs (above)

MATRICULATION PROFILE

SAN BERNARDINO VALLEY COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a system for exempting students from testing.
4. We have a mechanism for determining the degree of commitment a student has for an educational objective.
5. We have a computerized student record system that provides a longitudinal record of student performance and progress.
6. We begin registering students 2 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing, math, aptitude, study skills, the need for referral for special services, the need for referral for special assessment, and transcript analysis.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by a combination of individual and group sessions.

Credentialed counselors are used in our advisement process. They conduct group academic planning sessions using videotape presentations about programs and interpretation of assessment program (CGP) and Academic Planning Guide. Individual is in arena near registration area.

We use paraprofessionals in our advisement process. Selected and trained students are employed to assist counselors both at the group planning sessions and in the arena where counselors help students individually.

We use faculty in our advisement process. Faculty assist on a voluntary basis. They work in the arena with counselors assigned liaison responsibilities with the different instructional divisions.

During the admissions/registration process, we advise all new students and all students who request advice/counseling.

V. Follow-Up Component.

We require students to see a counselor who
1. are on disqualification
2. other: students who are Subject to Dismissal, i.e., have experienced probationary status for two semesters.

In addition, we follow up:
1. all day students as listed above
2. all evening students as listed above

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

Our data is kept in computerized files.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement: (1) Early alert for students experiencing academic difficulty as it requires support and time of all instructional faculty. (2) Follow-up re: student's educational objectives as this will require considerable staff time and modification of our computerized student record system.

VIII. Computer Resources.

We have the following resources in place:
1. On-line registration
2. Access to student course history (transcript information)
3. Programming staff
4. Test results/storage
5. Test results/access
6. Computerized prerequisite checking
7. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. Counselor terminals
3. Student data base
4. Access to current student rosters
5. Computerized career search
6. Test scoring
7. Student data on educational objectives

IX. The person implementing matriculation at San Bernardino Valley College is:

John F. Bancroft, Ph.D.
Asst. Dean, Student Development
(714) 888-6511 x156

The contact person on our campus who can speak on matriculation issues is:
John F. Bancroft, Ph.D. (above)

MATRICULATION PROFILE

EDUCATIONAL CULTURAL COMPLEX
SAN DIEGO COMMUNITY COLLEGE DISTRICT

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system for exempting students from testing.
3. We have a mechanism for determining the degree of commitment a student has for an educational objective.
4. We begin registering students 8 weeks prior to the beginning of school.

II. The Orientation Component.

We have an orientation which is combined with the placement exam.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, math, need for referral for special services, and need for referral for special assessment.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by small group.

Credentialed counselors are used in our advisement process in small workshops and groups.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. are on disqualification
3. are in fewer than 40 units

In addition, we follow up on students listed by instructors as being in academic difficulty.

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

Our data is kept on paper.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

None indicated.

VIII. Computer Resources.

We have the following resources in place:

1. District computer
2. Counselor terminals
3. On-line registration
4. Student data base
5. Access to current student rosters
6. Access to student course history (transcript information)
7. Test scoring
8. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:

1. Computerized career search
2. Computerized prerequisite checking

IX. The person implementing matriculation at the Educational Cultural Complex (San Diego Community College District) is:

Dr. Walter J. Porter
Dean of Student Services
(619) 230-2860

The contact person on our campus who can speak on matriculation issues is:

Dr. Walter J. Porter (above)

MATRICULATION PROFILE

SAN DIEGO MIRAMAR COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system for exempting students from testing.
3. We have a computerized student record system that provides a longitudinal record of student performance and progress.
4. We begin registering students 5 weeks prior to the beginning of school.

II. The Orientation Component.

1. We are experimenting with orientations on a limited basis.
2. We do not conduct an orientation on a regular basis.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing and math for entry into math and English classes or classes with math and English prerequisites.

Optionally available is assessment for need for referral for special services, need for referral for special assessment, and transcript analysis.

Also,

1. We have begun testing many of our new day students but have not implemented mandatory testing of all new day students (minus exemptions).
2. We have begun testing many of our new evening students but have not implemented mandatory testing of all new evening students (minus exemptions).

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual, small group and walk-in assistance.

Credentialed counselors are used in our advisement process for test interpretation and walk-in counseling for student questions on enrollment and course selection.

We use faculty in our advisement process by counselor referral of students for faculty advisement on matters where specific departmental expertise is required.

During the admissions/registration process, we advise: 1) all students who request advice/counseling and 2) students who have taken English and math placement tests for test results and course selection.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. are on disqualification
3. are EOPS students and Veterans receiving educational benefits.

In addition, we follow up on students listed by instructions as being in academic difficulty.

We use other follow-up practices as briefly explained below:
Letter/postcard(s) - sent to Veteran students who enroll in disallowed courses for educational benefits.

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement various matriculation components. The primary reason for this is due to inadequate funding to provide staff and to update hardware.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. On-line registration
3. Student data base
4. Access to current student rosters
5. Access to student course history (transcript information)
6. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. Counselor terminals
3. Student data base
4. Computerized career search
5. Programming staff
6. Test scoring
7. Test results/storage
8. Test results/access
9. Student data on educational objectives
10. Computerized prerequisite checking

IX. The person implementing matriculation at San Diego Miramar College is:

To be identified

The contact person on our campus who can speak on matriculation issues is:

Barbara P. Penn
Dean, Instructional Support
(619) 693-6810

MATRICULATION PROFILE

SAN JOSE CITY COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a system for exempting students from testing.
4. We begin registering students 6 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have an orientation for all new day students other than those specifically exempted.
3. We have an orientation for all new evening students other than those specifically exempted.
4. We have an orientation for most of our day students.
5. We have an orientation for most of our evening students.
6. We have orientations as part of the admissions/registration process.
7. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading and math assessment.

Optionally available is assessment for: writing, aptitude, the need for referral for special services, the need for referral for special assessment, and transcript analysis.

Also,

1. We require assessment of skills levels for all new students except for a specific set of exemptions.
2. We require assessment of skills levels for all new day students except for a specific set of exemptions.
3. We require assessment of skills levels for all new evening students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by small and large group sessions.

Credentialed counselors are used in our advisement process.

We use paraprofessionals in our advisement process.

During the admissions/registration process, we advise all new students.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. are on disqualification

In addition, we follow up on students listed by instructors as being in academic difficulty.

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the steps in the matriculation process that a student has completed
2. the student's educational objectives
3. student test scores

Our data is kept on paper.

We have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement: orientation, advisement, and follow-up; implementation of the prerequisite system.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. On-line registration
3. Student data base
4. Access to current student rosters
5. Access to student course history (transcript information)
6. Computerized career search
7. Test scoring
8. Test results/storage
9. Test results/access
10. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. Counselor terminals
2. Programming staff
3. Student data on educational objectives
4. Computerized prerequisite checking

IX. The person implementing matriculation at San Jose City College is:

Dr. Jon A. Kangas
District Dean of Academic Standards
(408) 274-7900 x6631

The contact person on our campus who can speak on matriculation issues is:

Chuck Southward
Division Chair/Director of Counseling
(408) 298-2181

MATRICULATION PROFILE

RANCHO SANTIAGO COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a system for exempting students from testing.
4. We have a computerized student record system that provides a longitudinal record of student performance and progress.
5. We begin registering students 5 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for most of our day students.
2. We have an orientation for most of our evening students.
3. We have orientations as part of the admissions/registration process.
4. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading, writing, and math.

Optionally available is assessment for: aptitude, study skills, the need for referral for special services, the need for referral for special assessment, and transcript analysis.

Also,
1. We have begun testing many of our new day students but have not implemented mandatory testing of all new day students (minus exemptions).
2. We have begun testing many of our new evening students but have not implemented mandatory testing of all new evening students (minus exemptions).

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by small group sessions.

Credentialed counselors are used in our advisement process. _____

We use paraprofessionals in our advisement process. Student schedulers assist new students in completing registration forms during the counseling/small group advisement sessions.

During the admissions/registration process, we advise all students who request advice/counseling, students enrolling in more than a minimum number of units, and all international students.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation (optional)
2. are on disqualification
3. other: students receiving financial aid and veterans who have accumulated a specific number of units.

In addition, we follow up on students listed by instructors as being in academic difficulty.

We use other follow-up practices as briefly explained below:
Extensive follow up is provided for high school students who enrolled as a result of our "Early Decision" high school recruitment program. These students receive all matriculation support services.

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

Our data is kept in computerized files.

We have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

(not indicated)

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. On-line registration
3. Access to current student rosters
4. Computerized career search
5. Test scoring
6. Test results/storage
7. Test results/access
8. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. Counselor terminals
2. Student data base
3. Access to student course history (transcript information)
4. Programming staff
5. Student data on educational objectives
6. Computerized prerequisite checking

IX. The person implementing matriculation at Rancho Santiago College is:
David Guzman
Dean of Counseling
(714) 667-3032

The contact person on our campus who can speak on matriculation issues is:
David Guzman (above)

MATRICULATION PROFILE

SANTA BARBARA CITY COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a computerized student record system that provides a longitudinal record of student performance and progress.
3. We begin registering students 2 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for most of our day students.
2. We are experimenting with orientations on a limited basis.
3. We have orientations as part of the admissions/registration process.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing, math, the need for referral for special assessment, and transcript analysis.

Optionally available is assessment for: aptitude, study skils, and the need for referral for special services.

Also,

1. We have begun testing many of our new day students but have not implemented mandatory testing of all new day students (minus exemptions).
2. We have begun testing many of our new evening students but have not implemented mandatory testing of all new evening students (minus exemptions).

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by a combination of individual and group sessions.

Credentialed counselors are used in our advisement process to meet with individuals and groups as volunteers

We use paraprofessionals somewhat in our advisement process, primarily in the re-entry and EOPS areas.

We use faculty in our advisement process primarily in the EOPS area.

During the admissions/registration process, we advise all students who request advice/counseling.

V. Follow-Up Component.

We require students to see a counselor who are on disqualification.

We use other follow-up practices as briefly explained below:
Letter: to those who are on probation/disqualification.

VI. Institutional Research and Evaluation Component.

(no information given)

We have a person on campus who is in charge of institutional research on a limited basis.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement advisement/orientation.

VIII. Computer Resources.

We have the following resources in place:

1. District computer
2. Computerized career search
3. Test scoring

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:

1. Counselor terminals
2. On-line registration
3. Student data base
4. Access to current student rosters
5. Access to student course history (transcript information)
6. Programming staff
7. Test results/storage
8. Test results/access
9. Student data on educational objectives
10. Computerized prerequisite checking
11. Admissions terminals
12. Other: Personnel

IX. The person implementing matriculation at Santa Barbara City College is:

Dr. Richard T. Wotruba
Dean, Student Development/Matriculation
(805) 965-0581 x202

The contact person on our campus who can speak on matriculation issues is:

Dr. Elaine Cohen
Dean of Instructional Support Services
(805) 965-0581

MATRICULATION PROFILE

SANTA MONICA COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We keep track of educational objectives other than major, such as career changes, job upgrades, hobbies, etc.
3. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
4. We have a system for exempting students from testing.
5. We have a mechanism for determining the degree of commitment a student has for an educational objective.
6. We have a computerized student record system that provides a longitudinal record of student performance and progress.
7. We begin registering students 6 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have orientations as part of the admissions/registration process.
3. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require reading and math assessment.

Optionally available is assessment for: aptitude, the need for referral for special services, the need for referral for special assessment, and transcript analysis.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual and small group sessions.

Credentialed counselors are used in our advisement process.

During the admissions/registration process, we advise all new students and all students who request advice/counseling.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. are on disqualification
3. other: special populations, e.g., athletes, scholars.

In addition, we follow up all day students as listed above.

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the student's educational objectives
2. student test scores

Our data is kept in computerized files.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement (1) expanding assessment and educational planning to all students, and (2) follow-up processes.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. On-line registration
3. Student data base
4. Access to current student rosters
5. Access to student course history (transcript information)
6. Test scoring
7. Test results/storage
8. Student data on educational objectives
9. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. Counselor terminals
2. Computerized career search
3. Programming staff
4. Test results/access
5. Computerized prerequisite checking
6. Other: Follow up

IX. The person implementing matriculation at Santa Monica College is:

Herb Roney
Administrative Dean, Students
(213) 450-5150

The contact person on our campus who can speak on matriculation issues is:

Robert Silverman
Dean, Instructional Services
(213) 450-5150

MATRICULATION PROFILE

SANTA ROSA JUNIOR COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We keep track of educational objectives other than major, such as career changes, job upgrades, hobbies, etc.
3. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
4. We have a computerized student record system that provides a longitudinal record of student performance and progress.
5. We begin registering students 16 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have an orientation for all new day students other than those specifically exempted.
3. We have an orientation for all new evening students other than those specifically exempted.
4. We have an orientation for most of our day students.
5. We have an orientation for most of our evening students.
6. We have orientations as part of the admissions/registration process.
7. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing, math, and transcript analysis.
Optionally available is assessment for: aptitude, study skills, the need for referral for special services, and the need for referral for special assessment.

Also,
1. We require assessment of skills levels for all new students except for a specific set of exemptions.
2. We require assessment of skills levels for all new day students except for a specific set of exemptions.
3. We require assessment of skills levels for all new evening students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual and small group sessions.

Credentialed counselors are used in our advisement process. They consult with students individually and in small groups to plan academic programs.

During the admissions/registration process, we advise all students who request advice/counseling and students enrolling in more than a minimum number of units.

V. Follow-Up Component.

We require students to see a counselor who
1. are on disqualification
2. other: plan to enroll for 9 or more units.

In addition, we follow up:
1. all day students as listed above
2. all evening students as listed above
3. on students listed by instructors as being in academic difficulty

We use other follow-up practices as briefly explained below:
Letter: Mid-term reports and probation letters
Phone: Counselors contact at-risk students

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.
We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement institutional research and evaluation.

The primary reason for this is due to lack of staffing in the area.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. Counselor terminals
3. On-line registration
4. Student data base
5. Access to current student rosters
6. Access to student course history (transcript information)
7. Computerized career search
8. Programming staff
9. Test scoring
10. Test results/storage
11. Test results/access
12. Student data on educational objectives
13. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
--Computerized prerequisite checking

IX. The person implementing matriculation at Santa Rosa Junior College and able to speak on matriculation issues is:

Ken Holback
Dean of Student Services
(707) 527-4331

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MATRICULATION PROFILE

SIERRA COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We begin registering students anytime prior to the beginning of school.

II. The Orientation Component.

We have an orientation for most of our day students.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing and math.

Optionally available is assessment for need for referral for special assessment.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is done individually.

Credentialed counselors are used in our advisement process on a one to one basis.

During the admissions/registration process, we advise all students who request advice/counseling.

V. Follow-Up Component.

None indicated.

VI. Institutional Research and Evaluation Component.

We have no aspects of the institutional research and evaluation matriculation component in place.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement any changes from current procedures.

The primary reason for this is due to equipment, staffing, and money.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. Counselor terminals
3. Computerized career search
4. Programming staff
5. Test scoring
6. Test results/storage
7. Test results/access

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. On-line registration
2. Student data base
3. Access to current student rosters
4. Access to student course history (transcript information)
5. Student data on educational objectives
6. Computerized prerequisite checking
7. Admissions terminals

IX. The person implementing matriculation at Sierra College is:

Dr. Frank D. Strong
Dean of Students
(916)781-0546

The contact person on our campus who can speak on matriculation issues is:

Dr. Frank D. Strong (above)

MATRICULATION PROFILE

COLLEGE OF THE SISKIYOUS

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We begin registering students 15 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new day students other than those specifically exempted.
2. We have an orientation for most of our day students.
3. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing, math and transcript analysis for over 6 units.

Also, we require assessment of skills levels for all new day students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual and a combination of individual and groups.

Credentialed counselors are used in our advisement process. Our counselor assists students in course selection and answers transfer questions. He also handles more difficult transfer questions for students referred from faculty advisors.

We use faculty in our advisement process. We have ten faculty advisors who assist students in course selection and answer straightforward transfer questions. More difficult cases are referred to the College Counselor or VP, Student Services.

During the admissions/registration process, we advise all students who request advice/counseling and students enrolling in more than a minimum of 6 units.

V. Follow-Up Component.

We require students to see a counselor who
1. are on disqualification
2. are in learning skills programs
3. are EOPS students

In addition, we follow up on students listed by instructors as being in academic difficulty

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement the gathering of additional information regarding student goals, objectives, etc., keeping track of where a student is in the matriculation process and following up on selected categories of students.

The primary reason for this is due to the necessity of revising our on-line registration program.

VIII. Computer Resources.

We have the following resources in place:
1. Computerized career search
2. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. Counselor terminals
3. On-line registration
4. Student data base
5. Access to student course history (transcript information)
6. Programming staff
7. Test scoring
8. Test results/storage
9. Test results/access
10. Student data on educational objectives
11. Computerized prerequisite checking

IX. The person implementing matriculation at the College of the Siskiyous is:

James N. Arack
Vice President, Student Services
(916) 938-4462

The contact person on our campus who can speak on matriculation issues is:

James N. Arack (above)

MATRICULATION PROFILE

SKYLINE COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a system for exempting students from testing.
4. We have a computerized student record system that provides a longitudinal record of student performance and progress.
5. We begin registering students 20 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new day students other than those specifically exempted.
2. We have orientations as part of the admissions/registration process.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing and math.

Optionally available is assessment for aptitude, study skills, need for referral for special services, need for referral for special assessment and transcript analysis.

Also,
1. We require assessment of skills levels for all new day students except for a specific set of exemptions.
2. We have begun testing many of our new evening students but have not implemented mandatory testing of all new evening students (minus exemptions).

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is done individually.

Credentialed counselors are used in our advisement process. Counseling is done on an individual basis for all new students.

We use faculty in our advisement process. Some advising is done by instructional faculty with part of their load in counseling.

During the admissions/registration process, we advise all new students.

V. Follow-Up Component.

We require students to see a counselor who
1. are undecided about a major
2. have not declared a major
3. are on probation
4. are on disqualification
5. are in learning skills programs

In addition, we follow up:
1. all day students as listed above
2. on students listed by instructors as being in academic difficulty
3. on students who miss class

We use other follow-up practices as briefly explained below:
Letter/Postcards - sent on an individual basis by counselors
Phone - on an individual basis

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the student's educational objectives
2. student test scores

Our data is kept on paper and in computerized files.

We have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

None indicated.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. On-line registration
3. Student data base
4. Access to current student rosters
5. Access to student course history (transcript information)
6. Computerized career search
7. Programming staff
8. Test scoring
9. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. Counselor terminals
2. Test results/storage
3. Test results/access
4. Computerized prerequisite checking

IX. The person implementing matriculation at Skyline College is:

Dennis Arreola
Director of Admissions and Records
(415) 355-7000, ext. 251

MATRICULATION PROFILE

SOLANO COMMUNITY COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system for exempting students from testing.
3. We have a computerized student record system that provides a longitudinal record of student performance and progress.
4. We begin registering students 6 weeks prior to the beginning of school.

II. The Orientation Component.

1. We are experimenting with orientations on a limited basis.
2. We have orientations as part of the admissions/registration process.
3. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing, math and need for referral for special assessment.

Optionally available is assessment for aptitude, study skills, need for referral for special services, and transcript analysis.

Also,
1. We have begun testing many of our new day students but have not implemented mandatory testing of all new day students (minus exemptions).
2. We have begun testing many of our new evening students but have not implemented mandatory testing of all new evening students (minus exemptions).

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual, small groups and a combination of individual and groups.

Credentialed counselors are used in our advisement process. Counselors have individual counseling appointments, conduct group orientation and hold drop-in counseling.

We use paraprofessionals in our advisement process. Peer advisors assist students with general information and in setting up class schedules.

We use faculty in our advisement process for general information.

During the admissions/registration process, we advise all students who request advice/counseling and students enrolling in more than a minimum number of units.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. are on disqualification
3. are in more than 9 units (no control over this)

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

We have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement the requirement that all new students see a counselor and take assessment tests.

The primary reason for this is because there is a reluctance on the part of the faculty and administration due to their concern about enrollment.

VIII. Computer Resources.

We have the following resources in place:
1. On-line registration
2. Student data base
3. Access to current student rosters
4. Access to student course history (transcript information)
5. Computerized career search
6. Test scoring
7. Test results/storage
8. Test results/access
9. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. Counselor terminals
3. Programming staff
4. Student data on educational objectives
5. Computerized prerequisite checking

IX. The person implementing matriculation at Solano Community College is:

Ione Elioff
Dean of Instruction and Student Services
(707) 864-7000

The contact person on our campus who can speak on matriculation issues is:

Ione Elioff (above)

MATRICULATION PROFILE

SOUTHWESTERN COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a system for exempting students from testing.
4. We have a computerized student record system that provides a longitudinal record of student performance and progress.
5. We begin registering students 2 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for most of our day students.
2. We have an orientation for most of our evening students.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing, math, need for referral for special services and need for referral for special assessment.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by a combination of individual and group.

Credentialed counselors are used in our advisement process. Counselors conduct small group (6-8) one hour advisement and test interpretation, including assistance with course selection, previous to registration. Every counselor is assisted at these sessions by a paraprofessional.

We use paraprofessionals in our advisement process. Paraprofessionals assist students in putting together their schedules, filling out forms for registration and giving out information.

During the admissions/registration process, we advise all students who request advice/counseling.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. are on disqualification
3. are F/A EOPS students and Veterans receiving benefits and need an educational plan

In addition, we follow up:
1. all day students as listed above
2. all evening students as listed above
3. on students listed by instructors as being in academic difficulty

We use other follow-up practices as briefly explained below:
Letter - Probation students and disqualified but reinstated students are sent letters by counselors.
Phone - Paraprofessionals follow up with phone calls to probationary/disqualified students.
Other - Peer advisors for EOPS send progress reports to instructors of all EOPS students during the 6th week of the semester. Results are shared with EOPS counselors and follow-up appointments are scheduled when progress reports indicate a problem. Faculty response to progress report forms is approximately 90%.

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the student's educational objectives
2. student test scores

Our data is kept in computerized files.

We have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement follow-up due to a limited staff in counseling.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. Counselor terminals
3. On-line registration
4. Student data base
5. Access to current student rosters
6. Access to student course history (transcript information)
7. Computerized career search
8. Programming staff
9. Test scoring
10. Test results/storage
11. Test results/access
12. Computerized prerequisite checking
13. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. Counselor terminals
2. Test scoring
3. Computerized prerequisite checking

IX. The person implementing matriculation at Southwestern College is:

G. Edward Thornton
Vice President of Student Services
(610) 421-6700, Ext. 212

The contact person on our campus who can speak on matriculation issues is:

Norma Hernandez or Allan MacDougall
Dean of Student Services V.P. of Inf. Systems & Services
(619) 421-6700 ext. 233 or 265

MATRICULATION PROFILE

TAFT COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We keep track of educational objectives other than major, such as career changes, job upgrades, hobbies, etc.
3. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
4. We have a system for exempting students from testing.
5. We have a mechanism for determining the degree of commitment a student has for an educational objective.
6. We begin registering students 18 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have an orientation for all new day students other than those specifically exempted.
3. We have an orientation for all new evening students other than those specifically exempted.
4. We have orientations as part of the admissions/registration process.
5. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing, math, need for referral for special services and need for referral for special assessment.

Optionally available is assessment for transcript analysis.

Also,
1. We require assessment of skills levels for all new students except for a specific set of exemptions.
2. We require assessment of skills levels for all new day students except for a specific set of exemptions.
3. We require assessment of skills levels for all new evening students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is done individually.

Credentialed counselors are used in our advisement process.

We use paraprofessionals in our advisement process.

We use faculty in our advisement process.

During the admissions/registration process, we advise all new students (day and evening), all students who request advice/counseling and students enrolling in more than a minimum number of units.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. are on disqualification
3. are enrolled in an excessive number of units

In addition, we follow up:
1. all day students as listed above
2. all evening students as listed above
3. on students listed by instructors as being in academic difficulty
4. on students who miss class

We use other follow-up practices as briefly explained below:
We have a long-standing, complex retention program in operation.

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the steps in the matriculation process that a student has completed
2. the student's educational objectives
3. student test scores

Our data is kept on paper and in computerized files.

We have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

Most of the matriculation process is in place. Primarily it is a process of refining and organizing the current procedures.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. Counselor terminals
3. On-line registration
4. Student data base
5. Access to current student rosters
6. Computerized career search
7. Programming staff
8. Test scoring
9. Test results/storage
10. Test results/access
11. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. Student data base
2. Access to student course history (transcript information)
3. Student data on educational objectives
4. Computerized prerequisite checking

IX. The person implementing matriculation at Taft College and who is the contact person on our campus who can speak on matriculation issues is:

Jennifer Hughes
Counselor
(805) 763-4282

MATRICULATION PROFILE

VENTURA COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. We have a system for exempting students from testing.
2. We have a computerized student record system that provides a longitudinal record of student performance and progress.
3. We begin registering students 4 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for most of our day students.
2. We are experimenting with orientations on a limited basis.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing and math for all new students enrolling in 12 or more units and all composition and math students.

Optionally available is assessment for need for referral for special assessment and transcript analysis.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual, small groups and large groups.

We use credentialed counselors in our advisement process.

We use paraprofessionals in our advisement process for EOPS only.

During the admissions/registration process, we advise all new students enrolling in 6 or more units and all students who request advice/counseling.

V. Follow-Up Component.

We require students to see a counselor who

1. are on probation
2. are on disqualification

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores

Our data is kept on paper.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement follow-up studies.

The primary reason for this is due to a lack of hard-ware, soft-ware and staff.

VIII. Computer Resources.

We have the following resources in place:
None indicated.

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:

1. District computer
2. On-line registration
3. Student data base
4. Access to current student rosters
5. Access to student course history (transcript information)
6. Test scoring
7. Test results/storage
8. Test results/access
9. Admissions terminals
10. Main frame for student research
11. Computerized notification system to warn and compliment student progress

IX. The person implementing matriculation at Ventura College is:

Chad Ishikawa
Counselor - Matriculation Facilitator
(805) 642-3211

The contact person on our campus who can speak on matriculation issues is:

Chad Ishikawa (above)

MATRICULATION PROFILE

VICTOR VALLEY COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system for exempting students from testing.
3. We have a computerized student record system that provides a longitudinal record of student performance and progress.
4. We begin registering students 2 weeks prior to the beginning of school.

II. The Orientation Component.

We have orientations as part of the assessment and admissions/registration process.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing and math.

Optionally available is assessment for need for referral for special services and transcript analysis.

IV. The Academic Advisement/Counseling Component.

During the admissions/registration process, we advise all students who request advice/counseling.

V. Follow-Up Component.

We require students to see a counselor who are on probation.

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

Our data is kept in computerized files.

We do not have a person on campus who is in charge of institutional research.

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VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement follow-up and tracking.

VIII. Computer Resources.

We have the following resources in place:

1. Counselor terminals
2. On-line registration
3. Student data base
4. Access to student course history (transcript information)
5. Test scoring
6. Test results/storage
7. Test results/access
8. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:

1. District computer
2. Counselor terminals
3. Access to current student rosters
4. Computerized career search
5. Programming staff
6. Student data on educational objectives
7. Computerized prerequisite checking

IX. The person implementing matriculation at Victor Valley College is:

William Alcorn
Vice President, Student Services
(619) 245-4271, ext. 271

The contact person on our campus who can speak on matriculation issues is:

William Alcorn (above)

MATRICULATION PROFILE

WEST HILLS COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a computerized student record system that provides a longitudinal record of student performance and progress.
3. We begin registering students 20 weeks prior to the beginning of school.

II. The Orientation Component.

We have an orientation for all new students other than those specifically exempted although orientation is not required.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing and math.

Optionally available is assessment for aptitude, study skills, need for referral for special services, need for referral for special assessment and transcript analysis.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is done individually.

Credentialed counselors are used in our advisement process. All students must see a credentialed counselor except for those enrolling in 6 or fewer units.

We use faculty in our advisement process. All full-time students must see a faculty advisor.

During the admissions/registration process, we advise all new students and students enrolling in more than a minimum number of units.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. are on disqualification
3. are in learning skills programs

In addition, we follow up:
1. all day students as listed above
2. all evening students as listed above

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the steps in the matriculation process that a student has completed
2. student test scores

Our data is kept in computerized files.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement follow-up.

The primary reason for this is due to lack of personnel.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. Counselor terminals
3. On-line registration
4. Student data base
5. Access to current student rosters
6. Access to student course history (transcript information)
7. Computerized career search
8. Programming staff
9. Test scoring
10. Test results/storage
11. Test results/access

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. Student data base
2. Student data on educational objectives
3. Computerized prerequisite checking
4. Admissions terminals

IX. The person implementing matriculation at West Hills College is:

Dr. Tom Mortier
Dean, Student Services
(209) 935-0801, ext. 326

The contact person on our campus who can speak on matriculation issues is:

Dr. Tom Mortier (above)

MATRICULATION PROFILE

WEST LOS ANGELES COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.
3. We have a system for exempting students from testing.
4. We have a mechanism for determining the degree of commitment a student has for an educational objective.
5. We have a computerized student record system that provides a longitudinal record of student performance and progress.
6. We begin registering students 3 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new students other than those specifically exempted.
2. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing and math.

Optionally available is assessment for aptitude, need for referral for special assessment and transcript analysis.

Also, we require assessment of skills levels for all new students except for a specific set of exemptions.

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual and large groups.

Credentialed counselors are used in our advisement process. A counselor gives the general orientation. Counseling staff is available during the registration period to provide individual help to students. Counselors are available all registration hours.

During the admissions/registration process, we advise all students who request advice/counseling.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. are on disqualification

VI. Institutional Research and Evaluation Component.

Data is kept on student test scores.

Our data is kept in computerized files.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement any follow-up or use of collected data.

The primary reason for this is due to lack of counseling and clerical staff.

VIII. Computer Resources.

We have the following resources in place:
1. District computer
2. On-line registration
3. Student data base
4. Access to current student rosters
5. Computerized career search
6. Student data on educational objectives
7. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. Counselor terminals
2. Access to student course history (transcript information)
3. Programming staff
4. Test scoring
5. Test results/storage
6. Test results/access
7. Computerized prerequisite checking

IX. The person implementing matriculation at West Los Angeles College is:

None indicated.

The contact person on our campus who can speak on matriculation issues is:

None indicated.

MATRICULATION PROFILE

WEST VALLEY COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. We have a system for exempting students from testing.
2. We have a computerized student record system that provides a longitudinal record of student performance and progress.
3. We begin registering students 4 to 5 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for most of our day students.
2. We are experimenting with orientations on a limited basis.
3. We have orientations as part of the admissions/registration process.
4. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

Optionally available is assessment for reading, writing, aptitude (interest) and study skills.

Also,

1. We have begun testing many of our new day students but have not implemented mandatory testing of all new day students (minus exemptions).
2. We have begun testing many of our new evening students but have not implemented mandatory testing of all new evening students (minus exemptions).

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is by individual, small groups and a combination of individual and groups.

Credentialed counselors are used in our advisement process. Counselors advise students during the 18 hour Orientation course conducted prior to their first semester or advisement is conducted on an individual, drop-in basis during registration.

We use paraprofessionals in our advisement process. We have just recently hired two paraprofessionals and have not determined how they will be used in the advisement process.

During the admissions/registration process, we advise all new day and evening students.

V. Follow-Up Component.

None indicated.

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the steps in the matriculation process that a student has completed
2. student test scores

Our data is kept in computerized files.

We do not have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement a mandatory orientation program and to conduct follow-up activities with students who are in academic difficulty.

The primary reason for this is due to lack of staff and obtaining the necessary computer support.

VIII. Computer Resources.

We have the following resources in place:
1. On-line registration
2. Access to current student rosters
3. Access to student course history (transcript information)
4. Computerized career search
5. Programming staff
6. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. Counselor terminals
3. Student data base
4. Test scoring
5. Test results/storage
6. Test results/access
7. Student data on educational objectives
8. Computerized prerequisite checking

IX. The person implementing matriculation at West Valley College is:

Dr. Richard Batdorf
Dean of Student Services
(408) 867-2200

The contact person on our campus who can speak on matriculation issues is:

Dr. Richard Batdorf (above) or Harriet Robles
Coordinator - Matriculation Task Force
(408) 867-2200

MATRICULATION PROFILE

YUBA COLLEGE

Fall 1985

I. The Admissions Component has the following aspects in place:

1. The student's major is part of our student record system.
2. We keep track of educational objectives other than major, such as career changes, job upgrades, hobbies, etc.
3. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc. (handicapped/disabled only)
4. We have a computerized student record system that provides a longitudinal record of student performance and progress.
5. We begin registering students 5 weeks prior to the beginning of school.

II. The Orientation Component.

1. We have an orientation for all new day students other than those specifically exempted (campus only).
2. We have an orientation for most of our day students.
3. We have orientations as part of the admissions/registration process.
4. We have orientation classes as part of our regular curriculum.

III. The Pre-Enrollment Assessment and Educational Planning Component.

We require assessment for reading, writing, math, need for referral for special services and transcript analysis for day students and evening students in more than 9 units.

Also,
1. We require assessment of skills levels for all new day students except for a specific set of exemptions.
2. We require assessment of skills levels for all new evening students except for a specific set of exemptions (evening students must be enrolled in more than 9 units).

IV. The Academic Advisement/Counseling Component.

Advisement during the registration process is done individually.

Credentialed counselors are used in our advisement process. All day students registering in the priority registration period must meet individually with a counselor prior to enrolling. The counseling appointment is also the registration appointment.

We use paraprofessionals in our advisement process. We use classified EOPS employees in advising EOPS students and counselor aides in orientation and registration activities.

During the admissions/registration process, we advise all students who request advice/counseling and students enrolling in more than a minimum of 9 units.

V. Follow-Up Component.

We require students to see a counselor who
1. are on probation
2. are on disqualification
3. register in the priority day registration period and students who take more than 9 units

We use other follow-up practices as briefly explained below:
Letter - Counselors individually contact students by letter. We also notify all transfer students of Transfer and College and University Day activities.

VI. Institutional Research and Evaluation Component.

Data is kept on
1. the student's educational objectives
2. student test scores

Our data is kept in computerized files.

We have a person on campus who is in charge of institutional research.

VII. Difficult Areas of Matriculation to Implement.

We have found it difficult to implement placement examinations and counseling of part-time students.

The primary reason for this is due to lack of staff and fear of loss of enrollment caused by barriers to registration.

VIII. Computer Resources.

We have the following resources in place:
1. On-line registration
2. Access to current student rosters
3. Test results/storage
4. Student data on educational objectives
5. Admissions terminals

Computer resources that need enhancement in order to implement the matriculation guidelines are as follows:
1. District computer
2. Counselor terminals
3. Student data base
4. Access to student course history (transcript information)
5. Computerized career search
6. Programming staff
7. Test scoring
8. Test results/access
9. Computerized prerequisite checking
10. Programs to provide prescriptive letters to students after the placement exams
11. local research for acturarial tables of success in college courses

IX. The person implementing matriculation at Yuba College and is a contact person who is able to speak to other colleges about the matriculation process is:

Gregory Brown
Associate Dean, Admissions, Counseling, and Records
(916) 741-6705

VII. DIRECTORY OF CONTACT PERSONS BY COLLEGE

DIRECTORY

The following directory is designed to facilitate communication between community colleges.

It contains contact persons for issues of academic standards and matriculation for each responding college in our sample. In addition, a spokesperson may be listed who is willing to speak on some or all aspects of the college's matriculation plan.

The number beside each college name indicates the profile number in both the Academic Standards booklet (Part II) and the Matriculation booklet (Part III).

COLLEGE	ACADEMIC STANDARDS CONTACT PERSON	MATRICULATION CONTACT PERSON	SPOKESPERSON
Allan Hancock College (1)	Dr. Frances Conn VP, Instruction (805) 922-6966 x247	Dr. William Jesse VP, Student Services (805) 922-6966	Judy Markline Language Arts Chair (805) 922-6966 x519
American River College (2)	Steve Epler Dean of Instruction (916) 484-8411	Lou Johnson Dean, Student Services (916) 484-8461	Lou Johnson
Antelope Valley College (3)	Rae Yoshida VP, Academic Affairs (805) 943-3241	Mike Keenan VP, Student Services (805) 943-3241 x233	Mike Keenan
Barstow College (5)	Dr. J. W. Edwin Spear Superintendent/President (619) 252-2411	Robert Chamberlin Dean, Student Services (619) 252-2411 x211, 212	(not indicated)
Butte College (6)	Ernest Matlock VP, Instrucion (916) 895-2547	Dick Ostrowski VP, Stu. Pers. Services (916) 895-2340/2419	Dick Ostrowski
Cabrillo College (7)	Marilyn Hein Articulation Officer (408) 479-6272	Laura Moyles Division Chair (408) 479-6478/6479	Laura Moyles
Canada College (8)	Gerald Messner Faculty Senate President (415) 364-1212 x351	Bob Schez Counseling Coordinator (415) 364-1212	(not indicated)
Cerro Coso Community College (10)	Roe Darnell Dean of Instruction (619) 375-5001	Dr. Don Mourton Dean of Student Services (619) 375-5001	Dr. Don Mourton
Chabot College-Valley Campus (11)	Dr. Barbara Mertes Dean, Valley Campus (415) 455-5300 x14	Dr. De Roshong Asst. Director, Stu. Pers. Services (415) 455-5300 x20	Dr. Barbara Mertes
Citrus College (13)	Ed Tronaas VP/Dean of Instruction (818) 335-0521	Denise Morgan or Dean of Counseling (818) 335-0521	Melanie Cox Director of Admissions (818) 335-0521
City College of San Francisco (14)	Dr. William Valiente Dean of Instruction (415) 239-3301	Rosa G. Perez VP, Student Services (415) 239-3211	Rosa G. Perez
Coastline Community College (15)	Mary Lou Zoglin Dean of Instruction (714) 546-7600 x6195	John M. Breihan Dean, Adm. Guid. & Info. Services (714) 241-6160	(not indicated)
College of Alameda (16)	Dr. Wise E. Allen Dean of Instruction (415) 748-2352	Dr. Ben Yerger Dean of Stu. Services (415) 748-2204	Dr. Ben Yerger
College of the Desert (19)	C. A. Patterson Dean of Instruction (619) 346-8041	(not indicated)	(not indicated)

COLLEGE	ACADEMIC STANDARDS CONTACT PERSON	MATRICULATION CONTACT PERSON	SPOKESPERSON
College of the Sequoias (20)	Dr. Richard Sanchez VP of Instruction (209) 733-2050 x225	Dr. Don L. Goodyear VP, Student Services (209) 533-2050 x268	Bill Bettencourt Dean of Students (209) 733-2050 x276
Columbia College (21)	Raymond Liedlich Dean of Instruction (209) 533-5140	Paul K. Becker Dean, Student Services (209) 533-5106	(not indicated)
Compton Community College (22)	Ms. Ida L. Frisby Acting Dean, Academic Affairs (213) 637-2660 x389	(not indicated)	(not indicated)
Consumnes River College (24)	Ron Kong Dean of the College (916) 686-7408	Ron Kong	Ron Kong
Crafton Hills College (25)	Dr. Joan Stoddard Dean of Instruction (714) 794-2161 x202/203	Dr. Don Yowell DEan of Student Services (714) 794-2161 x213	(not indicated)
Cuyamaca College (27)	Paul Boatner Administrative Dean (619) 464-1980	Paul Boatner	Jan Ford/Jerry Humpert LS Coordinator/Counselor (619) 464-1980
Cypress College (28)	Dr. Grover Coyne Dean of Instruction (714) 826-2220	Joanna Spaulding Assoc. Dean, Counseling (714) 826-2220	Dr. Spaulding/Don Bedard /VP, Student Services (714) 826-2220
Diablo Valley College (30)	Dr. C. K. Sapper Dean of Instruction (415) 685-1230	(not indicated)	(not indicated)
East Los Angeles College (31)	Edward Estrada Chair, Counseling Dept. (213) 265-8651	Stanley Viltz Assistant Dean (213) 265-8713	Stanley Viltz
El Camino College (32)	Dr. Ken Yglesias Faculty Coordinator Special Instr. Progs. (213) 532-3670 x657/201	R. Pedersen/S. Muck Dean, Curr. Dev./Counselor (213) 532-3670 x650/x356	R. Pedersen
Evergreen Valley College (33)	Dr. Jon Kangas Dean, Academic Standards (408) 274-7900 x6631	Dr. Jon Kangas	Dr. Jon Kangas
Foothill College (35)	Bernedine Fong Dean of Instruction (415) 960-4361	Dick Charles Dean of Students (415) 960-4240	Charles Broussard Director, Testing (415) 960-4215
Fresno City College (36)	Arthur Ellish Dean of Instruction (209) 442-8266	Debbie Ikeda Assoc. Dean, Counseling (209) 442-4600	Debbie Ikeda
Fullerton College (37)	Philip W. Borst President (714) 871-8000 x250	Richard DeVecchio Dean, Stu.Dev.& Serv. (714) 871-8000 x226	Jeanne Hamilton Assoc. Dean, Stu.Dev. (714) 871-8000 x203
Gavilan College (38)	Dr. Gary L. Graham Assoc. Dean, Stu.Supp.Serv. (408) 847-1400 x230	Dr. Gary L. Graham	Cheri Bishop Registrar (408) 847-1400
Glendale Community College (39)	Dr. John DeWitt Acting Supt/Pres. (818) 240-1000	Dean of Student Services (818) 240-1000	Dr. Harold B. Cochrane Dean Emeritus (818) 240-1000 x291
Golden West College (40)	Valerie J. Davis Coordinator, Writing/ Assessment Center (714) 895-8386	Valerie Davis	(not indicated)

COLLEGE	ACADEMIC STANDARDS CONTACT PERSON	MATRICULATION CONTACT PERSON	SPOKESPERSON
Grossmont College (41)	Eve Lill Dean of Instruction (714) 465-1700	Linda Salter Dean of Student Serv. (714) 465-1700	Linda Salter
Hartnell College (42)	John Totten Dean of Instruction (408) 758-8211 x216	John Totten	John Totten
Irvine Valley College (45)	Dale Larson Dean of Instruction (714) 559-3212	Dr. Dale Larson	Janice Beal Reading Instructor (714) 559-3283
Los Angeles Trade Technical College (47)	(not indicated)	Thomas G. Lakien Asst. Dean, Ac.Supp.Serv. (213) 746-0800 x231	(not indicated)
Lake Tahoe Community College (48)	George Tichnor VP, Academic Affairs (916) 541-4660 x214	George Tichnor	George Tichnor
Lassen College (50)	Tricia Cabral Chair, Curr. & Stand. (916) 257-6181	Jim Goubert Chair, Counseling (916) 257-6181	Tina Bishop Coord/Learning Assistance (916) 257-6181
Long Beach City College (51)	Dr. Stanley Francus Dean, Academic Affairs (213) 420-4132	Tom Lyon Dean, Counseling (213) 420-4143	Tom Lyon
Los Angeles Harbor College (53)	Robert Standen Dean of Instruction (213) 518-1000	Del M. Anderson Dean of Students (213) 518-1000	Del M. Anderson
Los Angeles Pierce College (55)	Jean Loucks VP, Academic Affairs (818) 347-5017	Jean Loucks	Rudy Dompe Chair, Counseling (818) 347-4025
Mendocino College (60)	Carl Ehmann Dean of Instruction (207) 468-3010	Carl Ehmann and Dan Chacon	Dan Chacon Assoc. Dean of Students (707) 468-3100
Merced College (61)	Dr. Elise Schneider VP, Instruction (209) 384-6105	Loren Irwin VP, Student Services (209) 384-6185	Loren Irwin
Merritt College (62)	Lloyd Baysdorfer Dean of Instruction (415) 436-2410	George Herring Dean, Adm. & Stu. Serv. (415) 438-2477	George Herring
Miracosta College (63)	(not indicated)	Dr. William Foran VP, Student Services (619) 757-2121 x295	Joan Gipson-Fredin Testing Services Mgr. (619) 757-2121
Mission College (64)	Dr. Karla Mugler Articulation Officer (408) 988-2200	Ina Gard Coord, Instr. Supp. Serv. (408) 988-2200 x1755	(not indicated)
Modesto Junior College (65)	Stan Hodges Chief Instr. Officer (209) 525-6056	Ugo Lea Dean of Student Services (209) 575-6060	(not indicated)
Monterey Peninsula College (66)	Dr. David Hopkins, Jr. Dean of Instruction (408) 646-4037	Dr. Jack Bessire Dean, Student Personnel (408) 646-4033	Martha Kanter Director, Supp. Serv. (408) 646-4070

COLLEGE	ACADEMIC STANDARDS CONTACT PERSON	MATRICULATION CONTACT PERSON	SPOKESPERSON
Mt. San Antonio College (68)	Joseph M. Zagorski VP, Instr/ Stu.Serv. (714) 594-5611 x204	Dr. Bruce L. Paulson Dean, Student Services (714) 594-5611 x505	Dr. Bruce L. Paulson
Mt. San Jacinto College (69)	Robert Rockwell Exec. Dean, Instruction (714) 654-8011	Leland Faulmann Dean, Student Services (714) 654-8011	Leland Faulmann
Napa Valley College (70)	Dr. Richard Lowe Dean of Instruction (707) 253-3108	Dr. Ed Shenk Asst. Dean, Instruction (707) 253-3109	Dr. Ed Shenk,
Ohlone College (71)	Neil McCallum Dean of Instruction (415) 659-6161	(not indicated)	Neil McCallum
Orange Coast College (72)	Lee Bradley Dean of Instruction (714) 432-5015	Don Low Acting Assoc. Dean, Counseling (714) 432-5764	Don Low
Palo Verde College (74)	Dr. Carol DeBroekert Dean of the College (619) 922-6168	Dr. Carol DeBroekert	Dr. Carol DeBroekert
Palomar College (75)	Dr. Ted Kilman VP, Instruction (619) 744-1150	Dr. David A. Chappie Dean of Student Services (619) 744-1150 x2177	Dr. David A. Chappie
Porterville College (77)	Dr. White Dean of Instruction (209) 781-3130 x314	Charles Guerrero Dean of Students (209) 781-3130 x221	Charles Guerrero
Rancho Santiago College (91)	Richard Sneed VP, Academic Affairs (714) 667-3100	David Guzman Dean of Counseling (714) 667-3032	David Guzman
College of the Redwoods (78)	Kathie Kistler Dean of Instruction (707) 443-8411 x522	Jerry Phillips Director/Transfer Center (707) 443-8411 x540	Jerry Phillips
Sacramento City College (81)	Dorothy Bray Assoc. Dean, Instruction (916) 449-7511	Dorothy Bray	(not indicated)
Saddleback College (83)	Everett Brewer Dean, Instruction (714) 582-4795	Paula Jacobs Assessment/Placement Facilitator (714) 582-4681	Paula Jacobs (Assessment/Placement only)
San Bernardino Valley College (84)	Judith Valles Administrative Dean, Academic Affairs (714) 888-6511 x125	John F. Bancroft Assistant Dean, Student Development (714) 888-6511 x156	John F. Bancroft
San Diego CC District Educational Cultural Complex (86)	Dr. Jim Hartison Dean, Arts & Science (619) 230-2837	Dr. Walter J. Porter Dean, Student Services (619) 230-2860	Dr. Walter J. Porter
San Diego Miramar College (88)	Dr. David Sanderlin Chair/Academic Standards (619) 693-6819	Barbara P. Penn Dean, Instr. Supp. (619) 693-6810	Barbara P. Penn

COLLEGE	ACADEMIC STANDARDS CONTACT PERSON	MATRICULATION CONTACT PERSON	SPOKESPERSON
San Jose City College (90)	Dr. Jon Kangas District Dean of Academic Standards (408) 274-7900 x6631	Dr. Jon Kangas	Dr. Jon Kangas
Santa Barbara City College (92)	Elaine Cohen Dean, Instr. Services (805) 965-0581 x353	Dr. Richard Wotruba Dean, Stu.Dev./Matric. (805) 965-0581 x202	Elaine Cohen
Santa Monica College (93)	Darroch Young Adm. Dean of Instruction (213) 450-5150	Robert Silverman Dean, Instr. Services (213) 450-5150	Robert Silverman
Santa Rosa Junior College (94)	Edmund Buckley Assoc. Dean/Liberal Arts (707) 527-4251	Ken Holback Dean, Student Services (707) 527-4331	Ken Holback
Sierra College (96)	Dr. Martin Jack Dean of Instruction (916) 624-3333	Dr. Frank D. Strong Dean of Students (916) 781-0546	Dr. Frank D. Strong
Skyline College (98)	Dr. Harry Bradley Dean, Student Services (415) 355-7000	Dennis Arreola Director, Admissions (415) 355-7000 x251	Dennis Arreola
Solano College (99)	Ione Elioff Dean of Instruction and Students (707) 864-7000	Ione Elioff	Ione Elioff
Southwestern College (100)	Christina DiSalvo/ Allan MacDougall Asst. Dean, ELI (619) 421-6700 x306	Norma Hernandez Dean, Student Services (619) 421-6700 x233	N. Hernandez/A. MacDougall
Taft College (101)	Dr. Donald L. Greene Dean of Instruction (805) 763-4282	Jennifer Hughes Counselor (805) 763-4282	Jennifer Hughes
Ventura College (102)	Eric Nicolet VP, Instruction (805) 642-3211	Chad Ishikawa Matriculation Facilitator (805) 642-3211	Chad Ishikawa
Victor Valley College (103)	Dr. Virginia Holten VP, Instruction (619) 245-4271 x205	William Alcorn VP, Student Services (619) 245-4271 x271	William Alcorn
West Hills College (105)	Dr. Dorothy Frank (209) 935-0801	Dr. Tom Mortier Dean, Student Services (209) 935-0801 x326	Dr. Tom Mortier
West Los Angeles College (106)	(not indicated)	(not indicated)	Paul Feldman Counseling Dept. Chair (213) 202-5520
West Valley College (107)	Dr. Richard Batdorf Dean, Student Services/ Dr. Linda Engleking Dean, Special Services	Dr. Richard Batdorf	Harriet Robles Matriculation Task (408) 867-2200
Yuba College (108)	Gregory Brown Assoc.Dean, Admissions/ Counseling (916) 741-6705	Gregory Brown	(not indicated)

(0451g)

VIII. TABULATION OF THE QUESTIONNAIRE ITEMS

TABULATED SUMMARY OF QUESTIONNAIRE

LEARNING, ASSESSMENT, RETENTION CONSORTIUM (LARC)
FUND FOR IMPROVEMENT OF INSTRUCTION GRANT

Matriculation Questionnaire

THE QUESTIONNAIRES WILL BE SUMMARIZED
AND THE RESULTS MADE AVAILABLE TO YOU

I. What aspects of the admissions component of the matriculation process do you have in place for Fall 1985?

(Check all that apply or fill in the blanks)

% #

(94%) 66 1. The student's major is part of our student record system.

(21%) 15 2. We keep track of educational objectives other than major, such as career changes, job upgrades, hobbies, etc.

(67%) 47 3. We have a system of determining whether students need student support systems such as financial aid, learning disabilities, child care, etc.

(79%) 55 4. We have a system for exempting students from testing.

(29%) 20 5. We have a mechanism for determining the degree of commitment a student has for an educational objective.

(74%) 52 6. We have a computerized student record system that provides a longitudinal record of student performance and progress.

7. How many weeks prior to the first day of your Fall semester do you begin accepting applications?

Fourteen percent (14%) of the sample hand out applications 5 or fewer weeks before registration. The average length of time is 15.1 weeks.

8. How many weeks prior to the first day of your Fall semester do you begin registering new students?

Most colleges (87%) register more than 5 weeks prior to the first day of classes, which should allow sufficient time to implement the matriculation process.

II. What aspects of the matriculation orientation process do you have in place?

(Check all that apply to you)

% #

(47%) 33 1. We have an orientation for all new students other than those specifically exempted.

(27%) 19 2. We have an orientation for all new day students other than those specifically exempted.

(14%) 10 3. We have an orientation for all new evening students other than those specifically exempted.

(29%) 20 4. We have an orientation for most of our day students.

(16%) 11 5. We have an orientation for most of our evening students.

(21%) 15 6. We are experimenting with orientations on a limited basis.

(10%) 7 7. We do not conduct an orientation.

(54%) 38 8. We have orientations as part of the admissions/registration process.

(41%) 29 9. We have orientation classes as part of our regular curriculum.

III. Which aspects of the pre-enrollment assessment and educational planning matriculation component do you have in place?

(Check all that apply)

1. The following types of assessment are required, or are available but optional, at our school.

Assessment	Required	Available But Optional
Reading	59 (84%)	11 (16%)
Writing	55 (79%)	12 (17%)
Math	57 (81%)	12 (17%)
Aptitude	2 (3%)	46 (66%)
Study Skills	4 (6%)	37 (53%)
Need for referral for special services	9 (13%)	43 (61%)
Need for referral for special assessment, e.g., ESL, LD	20 (29%)	40 (57%)
Transcript analysis	12 (17%)	42 (60%)

%	#		
(66%)	46	2.	We require assessment of skills levels for all new students except for a specific set of exemptions.
(30%)	21	3.	We require assessment of skills levels for all new day students except for a specific set of exemptions.
(21%)	15	4.	We require assessment of skills levels for all new evening students except for a specific set of exemptions.
(14%)	10	5.	We have begun testing many of our new day students but have not implemented mandatory testing of all new day students (minus exemptions).
(19%)	13	6.	We have begun testing many of our new evening students but have not implemented mandatory testing of all new evening students (minus exemptions).

IV. Which aspects of the academic advisement/counseling and course selection matriculation component do you have in place for Fall 1985?

1. Advisement during the registration process is
   41 (59%) a. Individual
   19 (27%) b. Small group
   10 (14%) c. Large group
   30 (43%) d. A combination of individual and group
   0 (0%) e. Nonexistent
   5 (7%)_ f. Other. (see Individual Profiles)

2. We use credentialed counselors in our advisement process. Explain briefly how you use these staff. (see Individual Profiles)

3. We use paraprofessionals in our advisement process. Explain briefly how you use these staff. (see Individual Profiles)

4. We use faculty in our advisement process. Explain briefly how you use these staff. (see Individual Profiles)

5. During the admissions/registration process, we advise

31 (44%) a. All new students
11 (16%) b. All new day students
6 (9%) c. All new evening students
46 (66%) d. All students who request advice/counseling
16 (23%) e. Students enrolling in more than a minimum # of units
0 (0%) f. Other. Explain (see Individual Profiles)

V. Which aspects of the follow-up matriculation process do you have in place?

(Check all that apply to you)

1. We require students to see a counselor who

9 (13%) a. Are undecided about a major
9 (13%) b. Have not declared a major
46 (66%) c. Are on probation
58 (83%) d. Are on disqualification
10 (14%) e. Are in learning skills programs
3 (4%) f. Are in fewer than _____ units (please fill in the blank, if appropriate)
g. Other. Explain (see Individual Profiles)

(33%) 23 2. We follow up all day students as listed above.

(26%) 18 3. We follow up all evening students as listed above.

(46%) 32 4. We follow up on students listed by instructors as being in academic difficulty.

(16%) 11 5. We follow up on students who miss class.

6. We use other follow-up practices as briefly explained below

Letter
Phone
Other
(see Individual Profiles for comments)

VI. Which aspects of the institutional research and evaluation matriculation component do you have in place?

(27%) 19 1. We keep track of the steps in the matriculation process that a student has completed.

(30%) 21 2. We keep track of the student's educational objectives, including majors, certificates, and other categories such as job upgrading and license renewing.

(86%) 60 3. We keep track of student test scores.

(37%) 26 4. Most of our matriculation information is kept on paper.

(40%) 28 5. Most of our matriculation data is kept in computerized files.

(33%) 23 6. We have a person on campus who is in charge of institutional research that relates to matriculation.

VII. Which aspects of matriculation at your college will be most difficult to implement? Please explain why. (see III, Difficult Aspects of Matriculation to Implement)

VIII. What additions to your computing capabilities would be needed at your college to implement the matriculation process? Check those that apply and explain briefly.

	In Place	Needs Enhancement
1. District computer Explain ______	38 (54%)	34 (49%)
2. Counselor terminals Explain ______	22 (31%)	44 (63%)
3. On-line registration Explain ______	50 (71%)	9 (13%)
4. Student data base Explain ______	34 (49%)	37 (53%)
5. Access to current student rosters Explain ______	55 (79%)	14 (20%)
6. Access to student course history (transcript information) Explain ______	44 (63%)	26 (37%)
(#7 was a duplication and was deleted)		
8. Computerized career search, e.g., GIS, Eureka, Discover Explain ______	43 (61%)	26 (37%)
9. Programming staff Explain ______	18 (26%)	41 (58%)
10. Test scoring Explain ______	41 (59%)	29 (41%)
11. Test results/storage Explain ______	39 (56%)	29 (41%)
12. Test results/access Explain ______	37 (53%)	38 (54%)

	In Place	Needs Enhancement
13. Student data on educational objectives (beyond major, e.g., career changer, job upgrader, etc.) Explain ________	19 (27%)	44 (63%)
14. Computerized prerequisite checking Explain ________	6 (9%)	55 (79%)
15. Admissions terminals Explain ________	51 (73%)	14 (20%)
16. Other	4 (6%)	5 (7%)

Explain:--Room to register is needed, but foremost need is $ for registration staff. Tell Deukmajian.
--Need to develop computerized checking for repeated courses; need graduation computer check; need computerized transcript evaluation; need centralized student data base.
--Transfer center. Computer access to articulation information in-place.
--Presently, staff are developing a means to use computer to identify articulated courses and plan to have GE and UC Breadth in future.
--Follow-up.
--Mainframe for student research. Computerized notification system to warn and compliment student progress.

ERIC CLEARINGHOUSE
FOR JUNIOR COLLEGES
AUG 1 1986